1908
2008

University of Mary Washington

The Centennial Celebration

Academic Catalog
2007-2008

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UNIVERSITY OF MARY WASHINGTON

The Centennial Celebration

ACADEMIC CATALOG
2007–2008

COLLEGE OF ARTS AND SCIENCES
1301 COLLEGE AVENUE
FREDERICKSBURG, VA 22401

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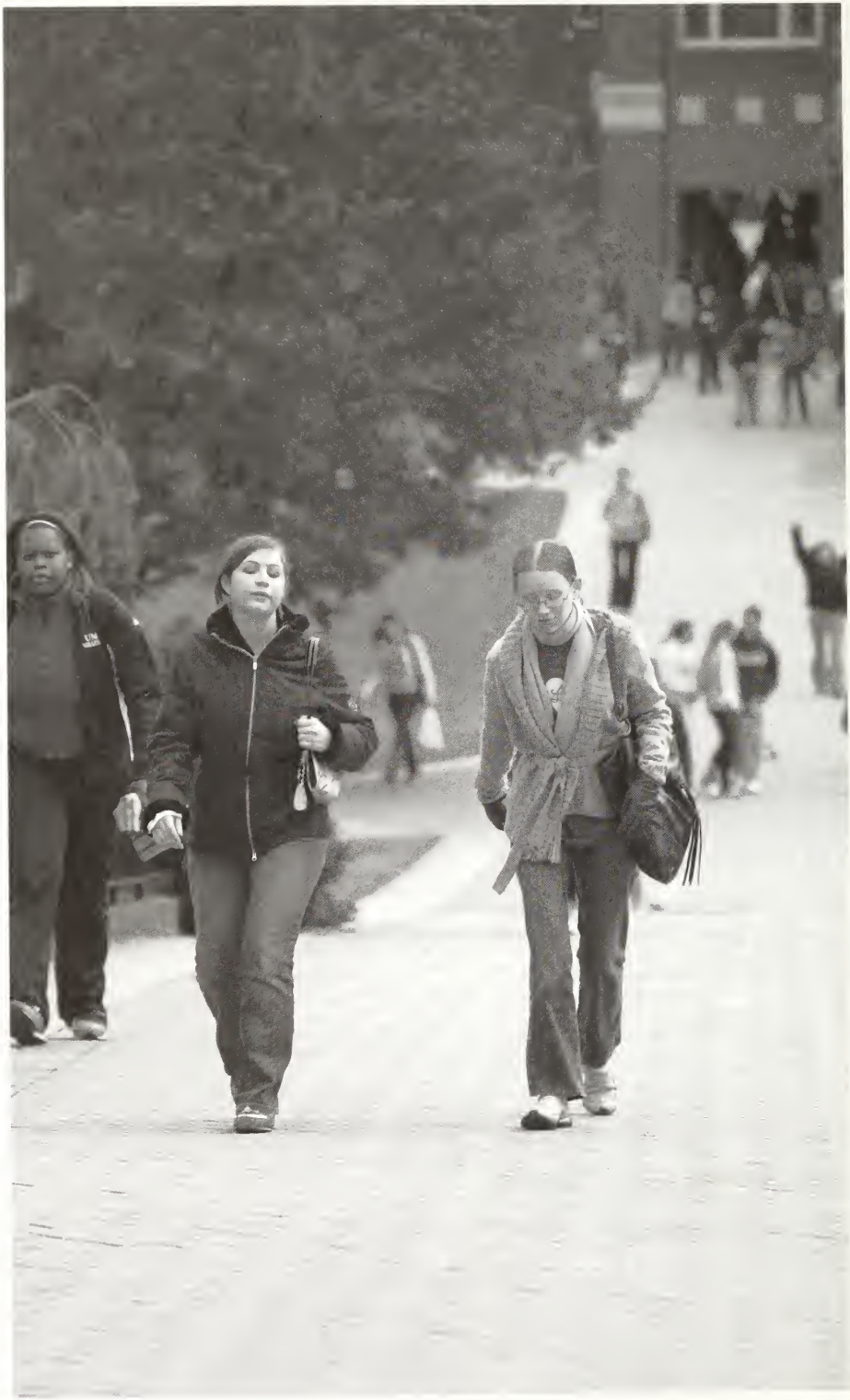
The *Academic Catalog* of the University of Mary Washington includes the official announcements of academic programs and major policies. Detailed policies of admission, financial aid, student life, and academic affairs are published annually in separate documents, which may be obtained from the administrative offices responsible for those areas. All students are responsible for knowing the policies of the University.

Although the listing of courses in this *Catalog* indicates the content and scope of the curriculum, changes do occur, and the actual offerings in any term may differ from those indicated in preliminary announcements. Because programs and policies change from time to time according to procedures established by the faculty and administration of the University, statements in the *Catalog* do not constitute an actual or implied contract between the student and the University.

The University of Mary Washington is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number (404) 679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Studies, Bachelor of Professional Studies, Master of Science (in Elementary Education), Master of Education, Master of Business Administration, and Master of Science in Management Information Systems.



THE UNIVERSITY

The University of Mary Washington will proudly celebrate its Centennial during 2007-2008 academic year with a series of special events, exhibits, and publications to commemorate this special occasion. Chartered on March 14, 1908 and originally established as a State Normal and Industrial School for Women, the institution has evolved into a state-assisted, co-educational university consisting of two colleges. One is located on the original campus in Fredericksburg, Virginia, and is a predominantly undergraduate residential college of the liberal arts and sciences recognized as offering one of America's outstanding programs of liberal learning. The second is a college of graduate and professional studies. Opened in 1999, on a new campus in nearby Stafford county, this non-residential and primarily graduate college is designed to support lifelong learning, professional advancement, and regional economic development by providing programs tailored to the needs of adult learners, professionals, and members of the business community. In addition to offering separate degree programs tailored to meet the needs of their primary student populations, the two colleges are involved in developing new collaborative programs designed to bring the faculty and students of the two campuses together in exciting and innovative academic programs.

The second is a college of graduate and professional studies. Opened in 1999, this non-residential and primarily graduate college is designed to support lifelong learning, professional advancement, and regional economic development by providing programs tailored to the needs of adult learners, professionals, and members of the business community.

Throughout these changes in the University's mission and structure, one characteristic has been constant: the commitment to academic excellence. The institution continues to be recognized as one of the nation's best small universities by such authoritative publications as *U.S. News and World Report, Barron's Profiles of American Colleges, The Fiske Guide to Colleges,* and *The Princeton Review.*

Several factors contribute to the institution's excellence. Foremost among these are the expertise and commitment of the faculty. Members of the faculty are energetically engaged in productive research and scholarship, which lead to the advancement of their particular disciplines. At the same time, however, it is **teaching** that is their primary goal and purpose.

Teaching effectiveness is enhanced by the small size of most classes, which encourages personal interaction between faculty and students. Moreover,

faculty devote much attention to students' concerns beyond the classroom, working closely with them on matters of academic, career, and personal development.

Every institution of higher learning accredited by the Southern Association of Colleges and Schools possesses a brief, formal statement of institutional purpose. This statement defines the mission and role of the institution. It also provides a clear sense of overarching direction and a benchmark against which institutional effectiveness may be gauged. The official mission statement of the University, adopted by its governing Rector and Board of Visitors and approved by the State Council of Higher Education for Virginia, is as follows:

UNIVERSITY OF MARY WASHINGTON MISSION STATEMENT

The University of Mary Washington is committed to being a premier public institution of higher education, cultivating an environment of academic excellence, fostering lifelong learning, pursuing knowledge, and providing service to its constituent communities. The University provides the framework within which multiple colleges, schools, and affiliated organizations can accomplish their distinctive purposes. The University will be responsive to the changing needs of the student populations and the communities in which it thrives. All members of the University community – students, faculty, and staff – are expected to participate in service to the institution and encouraged to engage in service to the larger community and to society.

The University's undergraduate, residential college of arts and sciences, Mary Washington College on the Fredericksburg campus, emphasizes excellence in liberal learning through freedom of inquiry, personal responsibility, and intellectual integrity. Instructional and experiential programs provide students a strong general education, an understanding of their responsibilities as citizens in the broader, diverse community, and the skills necessary for creative and productive lives. To achieve these goals the College requires its undergraduates to pursue broad studies in the arts, the humanities, and the sciences as a necessary supplement to a concentration in a particular field. The College regards the provision of high-quality instruction as its most important function. Through an active and professionally engaged faculty, the college supports ongoing research appropriate to the development of student abilities and faculty interests. It especially encourages the participation of undergraduates in research.

The University's College of Graduate and Professional Studies on the Stafford campus supports lifelong learning, professional advancement, and regional economic development by providing accessible, quality education tailored to the needs of adult learners, professionals, and members of the

business community. The College values integrity, open-mindedness, and fairness and has excellence in teaching as its highest priority. The faculty actively participate in the applied, intellectual, and scholarly developments of their academic disciplines and emphasize the integration of theory and practice in the classroom.

HISTORY AND DEVELOPMENT OF THE UNIVERSITY

The institution was founded in 1908 as the State Normal and Industrial School for Women in Fredericksburg. The name was changed in 1924 to the State Teachers College at Fredericksburg, and again in 1938 to Mary Washington College, having transformed over the years to Virginia's public liberal arts college for women. Then in 1944, Mary Washington College became affiliated with the University of Virginia as its women's undergraduate arts and sciences division. In 1970 the entire University became coeducational and in 1972, by action of the General Assembly of Virginia, the College became an independent, state-supported institution for women and men, with its own governing board. On July 1, 2004, the General Assembly named the institution University of Mary Washington. The University Mission Statement, adopted on July 17, 2004, by the Rector and Visitors of the University of Mary Washington, identifies Mary Washington College on the Fredericksburg campus as the University's undergraduate, residential college of arts and sciences.

Through an emphasis on quality, the University attracts students from all areas of Virginia, particularly the urban areas of Northern Virginia, Richmond, and Tidewater. Approximately 25 percent of its on-campus resident students are from other states and foreign countries, with the largest population coming from Southern, Middle Atlantic, and New England states. Located in the middle of a rapidly growing Washington-Richmond "urban corridor," the University of Mary Washington serves the educational needs of both full-time and part-time, commuting students.

To meet the diverse academic goals sought by students in today's society, the college of arts and sciences, Mary Washington College, is organized into academic departments of one or more disciplines and offers more than 30 undergraduate programs in the liberal arts and sciences. Four degrees are awarded at the Fredericksburg campus: Bachelor of Arts, Bachelor of Science, Master of Science in Elementary Education, and Bachelor of Liberal Studies. Emphasis upon excellence in the pursuit of liberal learning has traditionally been at the core of the College's educational philosophy, and commitment to this concept will continue.

In 1999, responding to accelerating demographic changes that increased the demand for educational services within the region, the University opened the Center for Graduate and Professional Studies (later called James Monroe Center), located at a new campus in nearby Stafford County. In 2004, this

became the University's College of Graduate and Professional Studies. With its own distinctive mission, this College offers programs appropriate to the region's economic development needs and provides educational opportunities for the personal lifelong learning and professional advancement objectives of the citizens of the region.

As the University evaluates its offerings, it will build upon its high-quality liberal arts and sciences programs and propose curricular additions and adjustments specifically designed to meet new and increased demands.

COMMUNITY VALUES

Several elements contribute significantly to the fulfillment of the University's mission. One is the encouragement of, and respect for, individual and cultural diversity. The University also insists upon an atmosphere of civility and tolerance consistent with the ideals of a community of scholars. Toward that end, the University embraces a statement of community values and expectations. This statement declares that the

> *University of Mary Washington is an academic community dedicated to the highest standards of scholarship, personal integrity, responsible conduct, and respect for the individual. We hold among our foremost common values:*
>
> - *the importance of personal integrity as reflected in adherence to the Honor Code*
> - *the right of every individual to be treated with dignity and respect at all times*
> - *the acceptance of and respect for diversity in our community and adherence to the University's Statement of Non-Discrimination, and*
> - *the freedom of intellectual inquiry in the pursuit of truth.*
>
> *As members of the University community, we refuse to tolerate behavior that in any way compromises or threatens these values.*

THE HONOR SYSTEM

Another element basic to the University's mission is adherence to the Honor System, which constitutes one of the distinctive features of student life at the institution. This system, based upon the integrity of each student, provides that a student shall act honorably in all facets of campus life. The Honor Pledge required on quizzes, examinations, and other coursework means that the work which the student submits is the student's own, completed according to requirements for the course as determined by the instructor. Lying, cheating, and stealing are specific infringements of the Honor Code. In the case of an alleged violation, an Honor hearing is conducted by an elected Honor Council, with the verdict determined by

a randomly selected jury of students. In case of a conviction, the student may receive punishment ranging from community service to permanent dismissal from the University, and the sanction may be noted on the student's permanent academic transcript. All students and faculty should understand that by joining the University of Mary Washington community they commit themselves to living by and upholding the Honor System.

THE CAMPUSES

The learning environment of Mary Washington is further enhanced by the very location and physical characteristics of the campus itself. Named for the mother of George Washington, who lived most of her life in Fredericksburg and is buried nearby, the College of Arts and Sciences is located in Fredericksburg, Virginia, a place of extraordinary historical significance in both the Revolutionary and Civil War eras. Indeed, the original campus is located on Marye's Heights, a Confederate artillery position in the 1862 Battle of Fredericksburg, and major historic sites abound throughout the area.

The spacious Fredericksburg campus, located in an established residential neighborhood, is exceptionally attractive. Both academic and residential buildings, consistent in their Georgian style of architecture, are interspersed along a wide brick Campus Walk that extends for over a half-mile from one end of campus to the other. With vehicular traffic and parking confined to the edges of campus, the grounds offer extensive park-like space including substantial stretches of lawn and large wooded areas.

The College of Graduate and Professional Studies is located on the Stafford campus. This campus, located just to the north of the Fredericksburg campus, is situated on a 48-acre site surrounded by trees and close to many of the area's newly developed residential communities. The campus location, parking, and design have been carefully tailored to maximize convenience and educational quality for adult commuting students while remaining faithful to the high aesthetic standards of the University. For more information about the College of Graduate and Professional Studies, consult the *College of Graduate and Professional Studies Academic Catalog.*

Two historic sites are closely affiliated with the University: Gari Melchers Home and Studio at Belmont, and the James Monroe Museum and Memorial Library, located on the site of James Monroe's Fredericksburg law office. Overlooking the Rappahannock River, Belmont is a carefully restored 18th-century house and early 20th-century artist's studio, which now serves as a gallery of Melchers' work. The James Monroe Museum exhibits the life and times of America's fifth president and houses artifacts, an archive, and a presidential library. Working in conjunction with the Department of Historic Preservation, the Museum promotes education in museum practice, research, public history, and collections management.

Whatever degree program students may choose – and whether they reside

on campus or commute – the aim of the University of Mary Washington is not merely to insure that its students are well-trained in a discipline and well-prepared for productive employment. The basic goal of the University is much broader and ultimately more important: to insure the development of those skills of writing, speaking, and critical thinking that make possible a lifetime of creativity and intellectual development.

In short, the University of Mary Washington – through its rich history, educational philosophy, and exceptional environment for learning – offers today's students a superior opportunity for obtaining a broad, liberal education based upon honesty, freedom of inquiry, personal responsibility, and intellectual integrity that will provide the foundation for meeting the challenges and attaining the potentialities of the 21st century.

STATEMENT OF NON-DISCRIMINATION

The University of Mary Washington subscribes to the principles of equal opportunity and affirmative action. The University does not discriminate on the basis of race, color, religion, disability, national origin, political affiliation, marital status, sexual orientation, sex, or age in recruiting, admitting, and enrolling students or in hiring and promoting faculty and staff members. The University will not recognize or condone student, faculty, or staff organizations that discriminate in selecting members. Complaints of discrimination or questions should be directed to the AAEEO Officer of the University.

ADMISSION AND ENROLLMENT

ENROLLMENT OPTIONS

The University of Mary Washington offers a number of different enrollment options. Each is designed to meet the needs of a particular student population. All of the University's degree programs may be pursued on either a full-time or part-time basis.

The Fredericksburg campus offers undergraduate degree programs and coursework in the liberal arts and sciences. Most students are enrolled in the traditional Bachelor of Arts (BA) or Bachelor of Science (BS) degree programs. Students may enter these programs as freshmen, usually immediately following the completion of high school, or as transfer students from other two-year or four-year colleges or universities. The majority of the full-time students live in University housing. The Bachelor of Liberal Studies (BLS) program offers a flexible degree option, designed specifically to meet the needs of adult students who have some college experience, and want to complete a bachelor's degree in the liberal arts or sciences.

The University's College of Graduate and Professional Studies, which is located on the Stafford Campus, features professionally-oriented bachelor's and master's degree programs, along with various certificate and licensure programs. The Bachelor of Professional Studies (BPS) program is for students who have substantial college experience and want to complete a professionally-oriented bachelor's degree in areas of business or technology. The Master of Education (M.Ed.) degree program offers two tracks: a post-baccalaureate initial teacher licensure with M.Ed. option, or the M.Ed. for practicing teachers who already have a Virginia Collegiate Professional or Postgraduate Professional license and are pursuing professional development, license renewal, or an added teaching endorsement. The Master of Business Administration degree (MBA) provides courses in management and leadership to experienced professionals. The Master of Science in Management Information Systems (MSMIS) is designed to prepare students for management positions in the information systems field. The degree may also be combined with our MBA. The College of Graduate and Professional Studies also offers a variety of certificate programs designed to provide specific professional competencies.

Non-degree-seeking students are those who do not necessarily wish to earn a degree from the University of Mary Washington but who enroll in limited coursework to satisfy particular needs or for general interest. The non-degree enrollment process is much simpler and less formal than that for the degree programs. Individuals may enroll as non-degree-seeking students for the regular session or the summer term on a space-available basis.

The general enrollment procedures for each program are described in the following sections. Anyone considering applying to the University should consult the most recent publications of the particular program or contact the appropriate office for more information.

ADMISSION TO THE BACHELOR OF ARTS (BA) OR BACHELOR OF SCIENCE (BS) DEGREE PROGRAMS

Admission to the BA or BS programs is highly competitive. Candidates for admission should present evidence of sound academic preparation including solid performance in a challenging academic program. Standardized test scores, extra-curricular activities, essays, and other factors such as recommendations are also considered. The Admissions Committee offers admission to those candidates who not only meet the minimum requirements but who present the strongest overall credentials in the particular applicant pool.

To be admitted as a degree-seeking student in the BA or BS programs, an individual must submit an application, official transcripts from all secondary schools and colleges attended, and results of the SAT or ACT. Non-U.S. citizens also must submit the international supplement for admission and, if English is not the primary language, official results of the Test of English as a Foreign Language (TOEFL).

ADMISSION FOLLOWING HIGH SCHOOL

A student who wishes to enter Mary Washington as a freshman after graduating from high school should submit the application, along with the non-refundable application fee or an official fee-waiver form approved by a high school guidance counselor. The applicant's high school should send an official transcript directly to the University. The applicant should also request that results of the SAT or ACT and any other tests be sent directly to the University of Mary Washington.

High School Preparation. Each applicant must have graduated from an accredited secondary school or the equivalent with credit for at least sixteen academic courses emphasizing college preparatory work. The Committee pays careful attention to the quantity and quality of the applicant's college preparatory curriculum.

Although the University does not require specific courses for admission, successful applicants usually have completed four years of English, three or

more years of mathematics (including Algebra II), three or more years of laboratory sciences, three or more years of social sciences, and at least three years of one foreign language or two years each of two foreign languages. In addition to the core academic courses, elective credits earned in subjects such as art, computer science, drama, journalism, and music are appropriate. The University strongly recommends that candidates for admission pursue advanced, honors, dual enrollment, Advanced Placement (AP), International Baccalaureate (IB) or Cambridge courses when available. The Admissions Committee believes that the senior year in high school is extremely important and that central academic subjects such as English, mathematics, laboratory sciences, social studies, and foreign language should be continued through the final term.

Character, Personality, and Interests. The University welcomes recommendations from appropriate school officials. The recommendations should assess academic potential as well as character, personality, or interests. Activities that reflect leadership or intellectual interests are significant if they reinforce sound academic achievement. Since Mary Washington operates under an honor system, assurance of personal integrity is essential.

Examinations. Students applying for admission from high school must submit official results of the College Board's SAT Reasoning Test or the ACT. Tests should be taken no later than January in the senior year. The University also welcomes applicants submit results of any SAT Subject Examinations to be considered as part of the applicant's record. Students seeking to satisfy the University requirements in English composition must score a 670 on both the critical reading and writing portions of the SAT or score a 3 or higher on the AP exam in English Language and Composition. Students seeking to satisfy the University requirement in foreign language should take the SAT Subject test or the AP exam in the foreign language. . International students or those whose primary language is not English should also submit TOEFL results.

Admission Plans. Students applying for admission as freshmen may be considered under one of the following two plans:

Honors Admission. The Admissions Committee may select high school students with exceptionally strong academic records to receive Honors Admission. Any student whose application file is complete before January 15 is reviewed for possible Honors Admission. The Committee awards Honors Admission on the basis of outstanding high school performance and test scores. Students who receive Honors Admission are notified throughout the admission cycle but need not make a commitment to attend the University until May 1.

Regular Admission. Most applicants are considered under the Regular Admission plan. All freshman applications for fall semester admission should be submitted by February 1; applicants who meet this suggested filing date will be notified of the Committee's decision by April 1. Applications filed after February 1 are considered as space permits. Various deadlines concerning

final transcripts, deposits, and medical examinations occur following the offer of admission. All students who are accepted for admission are sent the necessary information concerning these requirements. The University adheres to the May 1 National Candidates' Reply Date.

Deferred Enrollment. Accepted applicants may ask the University for the option of deferring enrollment for up to one year. Each case is considered on an individual basis. Those who are granted deferred enrollment are subject to rules, regulations, and financial charges in effect when they actually enroll. Students who enroll at another institution before enrolling at Mary Washington must reapply for admission.

Advanced Placement, International Baccalaureate and Cambridge. Students may apply for college credit through the examinations in various academic subjects given by the Advanced Placement Program of the College Board and through the International Baccalaureate examinations. Prospective students may consult the University's web site or contact the Office of Admissions to request information on those AP and IB examination scores required for credit in particular subject areas. To apply for credit, students must have official examination results forwarded to the University before matriculation. Cambridge courses are evaluated by student request on an individual basis for college credit.

Dual Enrollment. Students earning college credit while still in high school through dual enrollment will have their credits evaluated for possible application toward degree requirements at the University of Mary Washington. These students are considered as freshman applicants. Only official transcripts sent directly to Mary Washington from the credit-granting college or university will be evaluated for the awarding of dual enrollment or transfer credit.

ADMISSION BEFORE HIGH SCHOOL GRADUATION

On occasion, the University allows students with exceptional ability to enroll before graduating from high school. Three arrangements cover most circumstances: admission to the summer session; admission to part-time study during the regular session; or admission after the junior year. Details are available from the Office of Admissions or the Office of Academic Services.

ADMISSION AS A TRANSFER STUDENT

The Transfer Admission Process. Prospective BA or BS program transfer students should submit the application and the non-refundable application fee as early as possible. Transfer applicants must arrange for their secondary schools and all colleges attended to send official transcripts to the University of Mary Washington. Transfer applicants must also submit results of the SAT or ACT or request a test waiver under specific conditions outlined on the University's web site. The University should receive all materials by March 1

for the fall semester and by November 1 for the spring semester. After these dates, the Admissions Committee will consider applications as space permits.

The Admissions Committee considers all aspects of the record in deciding whether or not to admit a transfer candidate. Factors considered in the selection process for transfer students include the application for admission, transcripts of all college work, high school transcripts, and standardized test scores. However, the Committee places particular emphasis on the student's academic program and record of academic achievement in college coursework. Candidates may be considered for transfer admission only if, at the last institution attended, they are not on academic or social probation or suspension.

Transfer Credit. Previous college coursework will be evaluated for transfer credit following an offer of admission. As a rule, transfer credit is granted for courses of the same type (liberal arts and sciences), on the same level, and taught under the same guidelines as courses offered by Mary Washington. Courses for which a student requests transfer credit must have a minimum grade of "C" (2.0 on a 4.0 scale) and must not overlap or repeat those which the student takes at the University. No credit will be awarded for courses taken on a pass/fail basis (except physical education courses when grades are not given), prior to matriculation. Transfer applicants should have official transcripts from other institutions sent directly to the Office of Admissions. They also may be asked to provide a catalog or course descriptions for evaluating their credits. In order to receive transfer credit, students must submit official transcripts by deadline dates specified in the Dictionary of Academic Regulations.

VIRGINIA STATE POLICY ON TRANSFER

Admission Criteria. The University of Mary Washington is committed to enrolling transfer students from the Virginia Community College System (VCCS) and Richard Bland College. Admission priority is extended to students who have completed specific Associate of Arts, of Science, or of Arts and Science degrees. Preference is also given to students from the local area. Admission to Mary Washington is competitive and the availability of transfer spaces varies from semester to semester. Admission criteria for applicants to the Bachelor of Professional Studies (BPS) and the Bachelor of Liberal Studies (BLS) program specified below are much more flexible; however, such applicants also are encouraged to complete an associate's degree.

Acceptance and Application of Credits. Students who have earned a transfer associate degree (to include the General Studies degree only at certain approved VCCS campuses) prior to matriculating at Mary Washington will be considered to have attained junior status (60 or more credit hours) and usually to have met lower-division general education requirements, although additional across-the-curriculum and foreign language courses may be

required to meet the University's complete general education program. The UMW Transfer Credit Guide, available on the University's web site (www.umw.edu), describes in detail the Virginia State Policy on Transfer and the University's implementation of that policy.

Guaranteed Admission Agreement. The University of Mary Washington and the Virginia Community College System (VCCS), recognizing the need to facilitate the transfer of students from the community college to UMW, resolve to adopt a Guaranteed Admission Agreement (GAA). To be guaranteed admission to UMW, students must complete the requirements to become GAA students (graduation from a transfer-oriented degree program at a Virginia community college with a cumulative grade point average (GPA) of 3.25 or higher on a four-point scale with intent to transfer to Mary Washington) and submit an official transcript showing completion of the associate degree to UMW Admissions Office. In addition, GAA students must have earned a grade of "C" or higher in each community college course applicable to the transfer-oriented associate degree program. Students who were previously enrolled at the UMW and transferred back to a VCCS college to complete the transfer-oriented associate degree are not eligible for participation in the GAA. VCCS students who do not meet the terms of the GAA may none the less be highly competitive applicants and are encouraged to apply through the regular admissions process. The University of Mary Washington reserves the right to deny admission to students who have been suspended or dismissed, or to those convicted of a felony.

ADMISSION TO BACHELOR OF LIBERAL STUDIES (B.L.S.) PROGRAM

The Bachelor of Liberal Studies (BLS) program, also offered on the Fredericksburg campus, is designed to meet the needs of adult students who have some college experience and want to complete a bachelor's degree in the liberal arts or sciences. A typical B.L.S. student has at least one of the following characteristics: graduated from high school at least 6 years ago, is a veteran or active-duty member of the U.S. Armed Forces, is married, has legal dependents other than a spouse, or is financially self-supporting.

To be admitted to the B.L.S. program, applicants must have completed 30 transferable college credits with a minimum grade point average of 2.5. At least 15 of these credits should come from college courses taken at a regionally-accredited institution; nontraditional credits (for example, credits earned through the College Level Examination Program, credits for military experience or training, and credits documented by a life/work experience portfolio) are also accepted in transfer.

Students may begin the program in the fall or spring. The B.L.S. program operates on a rolling admission basis, but prospective students should complete their applications by the established priority dates in order to

facilitate course registration. Specific details and application dates are available in the current admission publications and on the University web site. Applicants should submit an application, a non-refundable application fee (or official fee waiver), essays, and documentation of high school completion or the equivalent, and official college transcripts from all institutions attended. Additionally, any standardized test scores or military coursework transcripts may be sent to the Office of Admissions to be considered for academic credit.

The B.L.S. program offers flexibility for adult students, yet it also offers the advantages of a traditional college degree: exposure to the range of modern liberal learning combined with thorough study in a specific area. Students who have registered for classes in the BA or BS program at UMW within the past calendar year and who have completed more than 30 credits at the University of Mary Washington may not enroll in the B.L.S. program. The BLS degree requires 120 semester hours of coursework for graduation distributed in three categories: general education, electives, and major. Courses that meet B.L.S. Across-the-Curriculum requirements must be included in the student's program of study. At least 30 credits must be taken at the University of Mary Washington after admission to the program. A cumulative GPA of 2.00 on all Mary Washington work is also required.

ADMISSION TO THE BACHELOR OF PROFESSIONAL STUDIES (B.P.S.) PROGRAM

The Bachelor of Professional Studies is a degree-completion program offered on the Stafford campus and designed to provide adult students with specialized professional degrees. Courses are offered on a flexible schedule and at convenient times to meet the needs of busy working adults.

There are several concentrations in the Bachelor of Professional Studies degree program. In order to be admitted to the program, applicants should have completed 30 credits of college level work with a grade point average of at least 2.0. Admission is on a rolling basis with some preferred filing dates, and is offered in the fall, spring, and summer. Applicants must submit the application for admission along with a non-refundable application fee (or official fee waiver), documentation of high school completion or the equivalent, and official college transcripts from all institutions attended. At least 15 of these credits should come from college courses taken at a regionally-accredited institution; however, nontraditional credits (for example, credits earned through the College Level Examination Program, credits for military experience or training, and credits documented by a life/work experience portfolio) may also be accepted in transfer. Complete details about the various BPS concentrations, credit requirements, and admission process are detailed in the current admissions publications and on the University's web site.

ADMISSION TO THE POST-BACCALAUREATE TEACHER LICENSURE/MASTER OF EDUCATION GRADUATE PROGRAM

The post-baccalaureate Teacher Licensure Program with a Master of Education degree option is available to both full-time and part-time commuting students who wish to complete requirements for a license to teach in the public elementary, middle, or secondary schools in Virginia. Any student holding a bachelor's degree from a regionally-accredited institution may apply.

Applicants must submit the M.Ed. application for admission, a non-refundable application fee, official copies of all college/university transcripts, essays, and a resume. Admission to the program is offered in the fall, spring and summer. Applicants should complete their admissions files by the suggested filing dates specified in current admissions publications and on the University's web site. PRAXIS I scores are required for admission to the program.

A wide range of criteria is considered in reviewing applicants to the teacher licensure/M.Ed. program: academic background, experience with children or adolescents, professional goals, commitment to teaching, personal qualities, life and work experiences, ability to meet the needs of a diverse student population, ability to teach in the endorsement area sought, undergraduate GPA and PRAXIS I test scores, and degree of completion of endorsement coursework. Complete details about the post-baccalaureate teacher licensure/ M.Ed. admission process are included in the current admissions publications and on the University web site.

ADMISSION TO THE MASTER OF EDUCATION FOR PRACTICING TEACHERS PROGRAM

The Master of Education for practicing teachers is available on a part-time basis for current teachers seeking professional development, license renewal, or an added teaching endorsement. Any student holding a bachelor's degree from an accredited institution and a current Virginia Collegiate Professional or Postgraduate Professional license may apply.

Applicants must submit the M.Ed. application for admission, along with a non-refundable application fee, official copies of all college/university transcripts, essays, and a resume. A copy of the Virginia teaching license must also be submitted with the application. Admission to the program is offered in the fall, spring and summer.

Applicants should complete their admissions files by the suggested filing dates specified in current admissions publications and on the University's web site. Admission to the Educational Leadership program is offered to a cohort of no more than 25 students each fall. Applicants to this program must submit additional materials including recommendations. Applicants

to the Educational Leadership program will also be required to complete an interview and writing sample. Complete details about the M.Ed. admission process are included in the current admissions publications and on the University's web site.

ADMISSION TO THE MASTER OF BUSINESS ADMINSTRATION (M.B.A.) PROGRAM

The M.B.A. provides experienced professionals with a quality graduate program that prepares graduates for management and leadership positions in a variety of organizations. Several concentrations are offered in the program. This part-time, evening program requires a baccalaureate degree for admission.

Applicants must submit the M.B.A. application for admission, a non-refundable application fee, official copies of all college/university transcripts, resume, statement of professional goals, and letters of recommendation. New students are admitted for the fall, spring, and summer semesters. Applicants should complete their application files by the suggested filing dates. Complete details about the M.B.A. concentrations and admission process are included in the current admissions publications and on the University's web site.

ADMISSION TO THE MASTER SCIENCE IN MANAGEMENT INFORMATION SYSTEMS

The Master of Science in Management Information Systems is designed to prepare students for management positions in the information systems field. The curriculum is focused on gaining a better understanding of the use of information systems to enhance business processes and the decision making process associated with them. Business theory is merged with information systems theory to better prepare leaders for success in public and private business environments. Practical applications are emphasized throughout the curriculum.

The program has been designed for students with undergraduate degrees in a variety of areas, technical and non-technical. Courses are offered in flexible formats using a combination of online and traditional classroom delivery methods.

ADMISSION AS A NON-DEGREE-SEEKING STUDENT

Non-degree-seeking students are allowed to take courses or certificate programs on either campus of the University of Mary Washington but are not enrolled in any degree program. An abbreviated application form is required. Admission decisions are made by the Registrar at the time of enrollment.

Non-degree-seeking students are allowed to register for up to eleven credits per semester and pay tuition according to the number of enrolled credits. Under certain conditions, a non-degree-seeking student may seek permission

from the designated university official to exceed the eleven-credit limit. Non-degree students wishing to apply for admission to a UMW degree program must do so before completing 30 credits in residence.

ADDITIONAL REQUIREMENTS FOR INTERNATIONAL STUDENTS

In addition to the regular items required for the admission process for each degree program, applicants who are non-U.S. citizens also must submit the UMW International Student Application Supplement. The applicant must submit original academic records and, if those records are not in English, certified copies of the records translated into English. If the student has been educated in a non-English speaking country, all transcripts and documents must be submitted via an approved independent credentials evaluation service. If English is not the applicant's native language, the University of Mary Washington requires the applicant to demonstrate English competency, normally by submitting results of the Test of English as a Foreign Language (TOEFL).

Visa Information. Non-U.S. citizens who are not permanent residents must obtain a student visa. A student must be accepted for admission, pay the deposit, and submit an Affidavit of Support statement. Once the Affidavit of Support is accepted by the University, the student is issued the I-20 Form (Certificate of Eligibility for Non-Immigrant) to present to the U.S consul or embassy in the county where the student will be issued an F-1 Visa to study in the United States. Students who are on F-1 Visas must carry a full-time course load while enrolled at the University.

FEES AND FINANCIAL AID

TUITION AND FEES

Tuition and Fees are approved by the Board of Visitors prior to each academic year. The yearly tuition and fee schedule can be found on the Student Accounts website (www.umw.edu/studentaccounts). Any changes to the schedule of fees will be announced immediately. Questions about fees and payment procedures should be directed to the Office of Student Accounts in George Washington Hall (540/654-1250). Questions about financial aid or assistance should be addressed to the Office of Financial Aid, Lee Hall (540/654-2468).

Residential Fee - The residential fee is the cost per semester for on campus housing. This fee includes health center services; however, students may incur additional charges for prescriptions, injections, medical supplies, etc. All part-time undergraduate students living on campus must pay full-time tuition.

Meal Plans - University of Mary Washington offers five different meal plan options to residential students: a Super Meal, 15-meal, 9-meal "unlimited" or 90 Block plan (For UMW Apartment students and Commuters only). Each meal plan comes with flex dollars, which may be used to purchase additional meals or to eat in the Eagle's Nest. EagleOne Dollars may also be used for additional dining meals. All residential students are required to enroll in one of the three meal plans. All freshmen may choose from the Super Meal or the 15-meal plan. A 5-meal plan is available to commuting students only. Commuting students may sign up for any of the plans offered at UMW.

UMW EAGLEONE CARD

The University of Mary Washington EagleOne Identification Card is the only card a student needs at the University. The card acts as a form of identification allowing access to the library, gymnasium, and other University buildings and activities. It contains the students' meal plan and flex dollar information for University food service. It is also a debit card. Money may be added in the form of EagleOne Dollars which can then be debited from the balance for use in the University Bookstore, the Eagle's Nest, the Restaurants at Seacobeck, UMW Health Center, laundry, vending, University Tennis Center, theater productions,

pay-to-print locations, Copy Center, Post Office, EagleExpress Cart, and other locations on campus.

EagleOne cardholders may check their account balances, deposit funds, and download statements at eagleone.umw.edu. Plans are underway to expand the card acceptance among selected off-campus merchants.

OTHER FEES

All other fees vary by academic year. For the most up to date fees please visit the Student Accounts website (www.umw.edu/studentaccounts).

Mandatory Processing Fee. A non-refundable mandatory processing fee is charged to any student that registers for classes. If the student cancels prior to the semester beginning or withdraws during the semester they are still responsible for paying the mandatory processing fee.

Audit Fee. Part-time students may audit a course for no credit on a space available basis.

Tuition Overload Fee. A full-time student registering for more than 18 semester credit hours is required to pay an additional overload fee based on their residency.

Credit-by-Examination. Degree-seeking students may take examinations for which credit may be awarded.

Special Course Fees. Some classes require the payment of a special instructional fee in addition to the tuition charge. The fee for classes in *horsemanship* is paid directly to the business offering the classes. Students enrolled in private lesson music classes are also subject to an additional fee per course.

Study Abroad Fee. Students studying abroad for a semester or year must pay the study abroad fee.

BLS Life/Work Portfolio. BLS candidates pay a fee for the review of a life/work portfolio.

Late Payment Fee. A fee equivalent to 10% of the unpaid account balance will be charged to students whose accounts are not paid in full by the published deadline. Interest may also be charged on all past due accounts.

Returned Check Fee. There is a service charge of $34 for each check returned for insufficient funds or similar reasons. A cashier's check or cash is then required in place of the returned check. Checks returned for insufficient funds will be considered as nonpayment and therefore subject to the 10% late fee.

Transcript Fee. There is a $5 charge for official transcripts.

TERMS OF PAYMENT

All fees, including room and board, are billed to students' UMW email accounts and are payable in advance of the beginning of the semester.

Room and Tuition Deposits. After receiving notice of acceptance for

admission students must make a deposit ($500 for residential students, $250 for non-residential students) toward their tuition and fees. Please note that only $250 will be credited to the account for residential students and $250 will be held as a contingent fee to be refunded less any outstanding balance at the end of the academic year. Continuing residential students must make a housing deposit of $200 to be held as a contingent fee. These deposits are not refundable. For questions regarding these deposits, please contact the Office of Student Accounts at 540/654-1250.

Statements and Due Dates. The University emails each student a statement well in advance of the beginning of each semester, and payment is due by the date specified on the statement. Any variations from the terms of payment must be approved in writing by the Associate Vice President for Business and Finance or his/her designee.

If a full-time student has not received a statement of charges within 20 days before the beginning of the semester, the student should notify the Office of Student Accounts as soon as possible so that a statement can be prepared, emailed, and paid by the due date.

At the end of the semester a student's account will include any charges incurred for library fines, lost library books, parking tickets, prescriptions, lost keys, building and equipment damage, and other miscellaneous charges. At this time, any student whose full account has not been settled will not be permitted to participate in graduation, receive grades or transcripts, pre-register, or be eligible to return to the University until the account is settled.

Scholarship and Loan Awards. If a student is receiving financial aid through University of Mary Washington, one-half of the annual award will be shown on each semester statement. If an expected award has not been credited on the statement, the student should contact the Office of Financial Aid for clarification. Some scholarships may not be paid to the student until the successful completion of the semester. However, the student must pay his or her bill in full prior to the scholarship being received.

A student receiving financial aid from a source other than the University must make sure that the Office of Student Accounts receives notification by the statement due date of the award, its amount, and method of payment. Failure to provide notification could result in a student's account being delinquent. Awards and loans from sources other than the University will not be credited to the account until they are actually received by the Office of Student Accounts.

Delinquent Accounts. Any charge incurred in collecting a delinquent account will be added to the account. This applies but is not limited to charges by an attorney or collection agency.

Refund of Fees. A student who withdraws from the University during the semester should promptly complete an official withdrawal form in the Office of the Registrar in George Washington Hall. A copy of the form must be sent or delivered to the Office of Student Accounts and will serve as the basis for withdrawal charges and credits.

CLASSIFICATION AS A VIRGINIA STUDENT

The *Code of Virginia*, section 23-7.4, governs eligibility for in-state tuition rates at Virginia public institutions of higher education. In general, an independent student, or the parents or legal guardians of a dependent student, must have been legally domiciled in the Commonwealth of Virginia for one full and continuous year immediately before the first official day of class within the semester or term of the student's program and must have paid Virginia state income tax on a full-time salary for that full year. Living in the state simply to attend school does not constitute legal domicile. Certain exceptions are made for military personnel. Detailed questions about domiciliary status are part of each application for admission. Questions about residency status should be directed to the Office of Admissions (540/654-2486), or Office of Student Accounts (540/654-1289).

SENIOR CITIZENS

A legal resident of Virginia 60 years of age or older shall be permitted under regulations prescribed by the State Council of Higher Education to (1) register for and enroll free of charge in courses as a full-time or part-time student for academic credit if such citizen has a taxable income not exceeding $15,000 for federal income tax purposes for the year preceding the year in which the enrollment is sought, (2) register for and audit courses offered for academic credit, and (3) register for and enroll in non-credit courses in any state institution of higher education in this Commonwealth on a space-available basis.

Senior citizens pay no tuition or fees except fees established for the purpose of paying for course materials, such as laboratory fees, but shall be subject to the admission requirements of the institution and a determination by the institution of its ability to offer the course or courses for which the senior citizen registers.

A legal resident of Virginia 60 years of age or older with Federal taxable income not exceeding $15,000 may audit credit courses or enroll in non-credit courses without paying general University fees, but must pay general University fees to take courses for University credit. The application fee of $40 will be charged an applicant whose taxable income exceeds $15,000. Additional information is available through the office of the Registrar (540/654-1063).

VIRGINIA MILITARY SURVIVORS AND DEPENDENTS EDUCATION PROGRAM

The Virginia Military Survivors and Dependents Education Program (VMSDEP) provides education benefits to spouses and children of military members killed, missing in action, taken prisoner, or who became at least 90 percent disabled as a result of military service in an armed conflict.

VMSDEP provides educational benefits for children of certain Virginians

who served in the Armed Forces of the United States. Eligible children attending public colleges and universities in Virginia are admitted free of tuition and all required fees. (See the *Code of Virginia*, Section 23-7.4:1.)

Additional information is available through the Office of Student Accounts (540/654-1250).

FINANCIAL AID

The University of Mary Washington offers financial aid to students without regard to physical ability, political affiliation, marital status, sex, color, race, religion, age, or national origin. Each year, UMW administers over $18 million in financial assistance, for students at both the Fredericksburg and Stafford campuses, including educational loans totaling $14 million and student employment totaling $1.3 million. Through a comprehensive program of grants, scholarships, loans and student employment from federal, state, institutional and private resources, the Office of Financial Aid strives to assist applicants with various aid sources to pay for college expenses. Financial assistance, including scholarships, offered through the Office of Financial Aid is need-based and requires results from the Free Application for Federal Student Aid (FAFSA) – available on-line at www.fafsa.ed.gov.

Scholarship selection may include various academic and personal criteria in addition to need as determined from the results of the FAFSA. Typically, non-Virginia students with an EFC of $2000 or higher can expect to receive Federal Stafford student loans, possible student employment and, if eligible, Pell grants. Students with the highest need qualify for institutional need-based scholarships. Need-based scholarship and grants from the Commonwealth of Virginia are a major part of assistance for eligible Virginia residents. Priority for all scholarships and grants is given to students who meet the filing dates and maintain a minimum 2.000 UMW cumulative grade point average. Many UMW foundation and institutional programs require a minimum 3.000 cumulative UMW grade point average. Scholarships awarded from these funds also require applicants to complete and submit the UMW Scholarship Information Form (available on Financial Aid web page). Selection is by committee in June.

Freshmen and transfer students must complete the FAFSA or file online before March 1. Returning students must file by March 15. The Title IV code for the College section is 003746. Current students selected for verification and all first time aid applicants, as well as parents of those dependent students, must submit copies of their federal tax returns to the Office of Financial Aid in early May. Students not meeting filing and submission dates will be considered for assistance AFTER on-time filers. Since funds are limited, this may result in otherwise eligible students not receiving awards.

SATISFACTORY ACADEMIC PROGRESSION POLICY

To receive financial aid in subsequent years, students must complete a minimum of 75% (rounded up to the nearest whole number) of the credit hours attempted in an academic period. For example, full-time students enrolled for 30 credit hours during an academic year must successfully complete 23 credits. By the same standard, part-time students enrolled for a total of 12 credits must complete 9 credits. Enrollment is verified approximately three weeks after the start of classes. More details can be found on the Financial Aid web page.

The grade level and cumulative grade point average (CGPA) standard at UMW is as follows:

Below 30 credit hours, minimum 1.650 CGPA for UMW courses

30 – 59 credit hours, minimum 1.800 CGPA for UMW courses

60 – 89 credit hours, minimum 2.000 CGPA for UMW courses

90 credit hours or more, minimum 2.000 CGPA for UMW courses

Graduate Level: minimum 2.000 CGPA for UMW courses

Coursework accepted from other institutions is included in the total number of credit hours, but is **not** factored into the CGPA. Satisfactory Academic Progress is checked at the end of the spring semester. Students who do not meet the above criteria may request reevaluation at the end of summer sessions or the fall semester if additional courses have been completed to meet these requirements. Additionally, students who withdraw from any or all classes prior to the end of a semester will have their aid prorated to the number of days of actual attendance. Students' financial aid awards are determined at the appropriate grade level for the academic year when awards are made. For instance, first-time freshmen with fewer than 30 credits at the end of their first two semesters are considered third semester freshmen and are awarded at the freshman grade level. This is the case at every grade level.

Detailed information is available in the Office of Financial Aid, in the new modular unit and on our website at www.umw.edu/financialaid. The telephone number is 540/654-2468.

STUDENT LIFE

HONOR SYSTEM

The Honor System is the mature and deeply cherished moral code of personal integrity at the University of Mary Washington under which students have lived since 1944. It provides that a student shall act honorably in all facets of campus life. Lying, cheating, stealing, or breaking one's word of honor are considered infringements of the system, and the penalty for violation, as determined by the Honor Council, may be dismissal from the University. The Honor Council controls all operational aspects of the system with oversight by the Vice President for Student Affairs and Dean of Students.

All students must understand that by accepting admission to Mary Washington they make a commitment to the provisions of the Honor Code. Upon entering the University for the first time, every student is given a copy of the complete Honor Code and is expected to become familiar with its provisions. Honor System training is provided to all new students before they are asked to indicate that they understand what is expected of them and comprehend that a plea of ignorance will not be accepted by the Honor Council. Registration as a student at Mary Washington obliges a student to abide by the Honor Constitution.

MULTICULTURAL STUDENT AFFAIRS

The University of Mary Washington continually and actively seeks a rich blend of cultural and racial diversity in its faculty and staff, students, curriculum, and activities. The James Farmer Multicultural Center, named after the prominent civil rights leader who taught at the University of Mary Washington, specifically focuses on the academic and social well-being of underrepresented students through mentoring and leadership opportunities.

The Center also offers a wide variety of cultural programming including the highly respected Cultural Awareness Series which spans the academic year and culminates with the Multicultural Fair which attracts regional attendance.

While diversity is a goal for all University organizations, several specific interest groups on campus assist in promoting diversity within the University community and offer programs and resources that foster an awareness and understanding of racial and cultural differences including the Asian Student Association, the Black Student Alliance, the Spanish and Latin-American Student Association, Islamic Student Association, Jewish Student Association,

S.E.E.D. (Students Educating and Empowering for Diversity), and Women of Color. Through these many efforts the University strives to achieve greater diversity in its population and a full measure of respect for, and appreciation of, the cultural traditions of all groups.

STUDENT CENTERS

Woodard Campus Center is a focus of daily student life at the University. The recreation/lounge area with pool tables, air hockey, foosball and internet stations, along with the post office and student mailboxes, EagleOne ID card center, the Eagle's Nest food court, and commuting student lockers generate a constant flow of students. During the renovation of Lee Hall, the James Farmer Multicultural Center is housed in the Tan Lounge. Meetings, speakers, and receptions are regularly scheduled in the meeting rooms and lounges. National touring acts, musicians, and other entertainers perform in both the intimate setting of the Eagle's Nest and in the Great Hall.

Seacobeck Hall contains four dining rooms as well as the convenient and accessible suite of offices reserved for Student Activities and Community Services, the Student Government Association, and various other student organizations.

The 15,000-square-foot *Fitness Center* houses student wellness programs and all the latest in cardiovascular and fitness equipment.

Marye House is entirely dedicated to student services and houses the offices of Student Life, Residence Life, and Judicial Affairs and Community Responsibility.

Lee Hall is currently undergoing a $14 million renovation, and will become a one-stop shopping location for student services.

Mercer Hall (a former residence hall) is serving as the interim location for the Health Center, Counseling and Psychological Services Center, Business Services, and the student Honor Council and Judicial Review Board offices.

RESIDENCE LIFE AND HOUSING

Sixteen residence halls and an apartment complex offer students a wide variety of on-campus housing. Each residence hall is staffed with an upper-class student building supervisor and a staff of resident assistants trained to assist with University life and to provide educational and social programming. Each building is overseen by a master's level assistant director of residence life. Residential students participate in Self-Determination by Community Standards which allows them to establish behavioral guidelines for their hall community and to hold one another accountable for upholding those guidelines. Upper-class students have the option to create their own communities through the "Theme Housing" program. First-year students have a variety of opportunities, including living/learning communities, First-Year Experience (FYE) leadership program, and substance-free rooms/suites.

HEALTH CENTER

The Student Health Center offers full-time residential students a self-care center and outpatient medical services Monday through Friday. A full-time physician, nurse practitioner, and nursing staff, as well as access to local area specialists, give students a comprehensive medical resource. Commuting students can access these services by paying a fee each semester.

COUNSELING AND PSYCHOLOGICAL SERVICES CENTER

The CAPS Center supports students' personal growth and academic achievement through outreach and clinical intervention when student concerns interfere with academic, social and personal functioning. The CAPS staff, licensed clinical psychologists, provides wellness-oriented educational programs, crisis intervention, and both group and brief individual counseling to full time, degree-seeking students enrolled in the College of Arts and Sciences. Consultation services are available to all University students, faculty, and staff. All services are confidential and free of charge. Student concerns vary considerably and may range from typical developmental issues, including University adjustment, relationship concerns, and stress management to problems with depression, anxiety disorders, bereavement, and sexual assault.

BOOKSTORE

The University Bookstore sells both new and used textbooks supporting the academic program at UMW. It also carries related instructional materials, computer software available at academic discounts, computer and office supplies, clothing, and gifts. The Bookstore carries current novels, classics, DVDs and recommended outside reading. A textbook reservation program is offered for first-semester freshmen and transfer students. Textbooks may also be ordered online through the Bookstore website: www.umw.edu/bookstore.

UNIVERSITY POLICE

The University Police offer around-the-clock law enforcement and security for the campus. They employ a community policing philosophy that includes outreach efforts to the University and local community. The thirteen full-time sworn officers are certified by the Commonwealth of Virginia to enforce state and local laws and ordinances as well as University rules and regulations.

JUDICIAL AFFAIRS AND COMMUNITY RESPONSIBILITY

The Office of Judicial Affairs and Community Responsibility educates students about conduct issues within the University community, and holds them accountable, through disciplinary procedures, for conduct that might

disrupt their learning or the learning of those around them. Educational programs about alcohol, sexual assault, mediation, ethics, and the judicial process in general are available through the Office. The Office supports, upholds, and complements the Statement of Community Values and the University's overarching academic mission.

STUDENT GOVERNMENT

Internal governance for student life is provided by the Student Government Association. Its executive officers and the members of the Student Senate are elected each year. They, in turn, appoint students to serve on a variety of student committees and on nearly all faculty and administrative committees at the University. A second elected group, Class Council, is responsible for social programming and many of the University's traditional events. The Honor Council, with elected representatives from each class, presides over the Honor System.

CLUBS

Through the Inter-Club Association, the Student Government Association recognizes over 90 social, cultural, political, religious, and other special interest clubs and organizations which offer a wide range of activities throughout the year. Also, students find it easy to start new groups. In addition, most academic departments support interest clubs or honorary societies. The Office of Campus Recreation administers a comprehensive program of intramural athletics and club sports that provides opportunities for competition and recreation throughout the year.

SERVICE LEARNING/COMMUNITY SERVICE

Service learning has become an integral part of the University of Mary Washington experience and is utilized in a number of academic classes. Service projects with various local agencies offer opportunities to learn about individual and cultural differences while serving the community. Students are able to select one-time special events or on-going volunteer opportunities during their tenure.

STUDENT PUBLICATIONS AND BROADCASTING

Student-run campus publications and radio provide outlets for students to share their thoughts and talents. The University has a weekly newspaper, *The Bullet*; a yearbook, *The Battlefield*; a literary magazine, *Aubade*; an opinion journal, *Polemic*; and a campus radio station, *WMWC*.

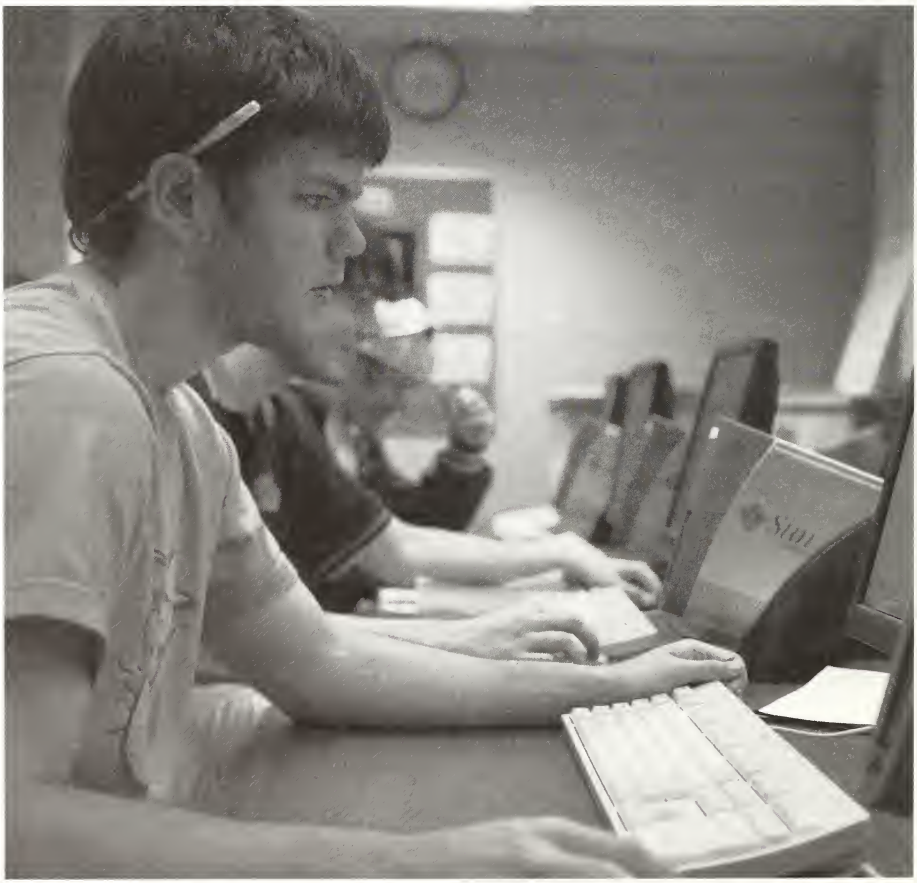
ATHLETICS

The University has 23 men's and women's NCAA Division III teams for intercollegiate competition. Men's intercollegiate teams compete in baseball, basketball, cross country, lacrosse, rowing, soccer, tennis, swimming, and indoor and outdoor track and field. Women's intercollegiate teams compete in basketball, cross country, field hockey, lacrosse, rowing, soccer, softball, swimming, tennis, volleyball, and indoor and outdoor track and field. Men and women compete together in riding. UMW competes in the nine-member Capital Athletic Conference (CAC). In 2005-06, UMW captured five conference championships, five players were named CAC Athletes of the Year, three coaches were named CAC Coach of the Year, UMW has won 11 CAC All-Sports Awards since 1991, and 14 Eagle athletes achieved All-American status. Over 49 percent of all athletes achieved a 3.0 or better grade-point average, and eight athletes were named Academic All-Americans.

The Goolrick physical education building provides a basketball gymnasium, dance studios, an intercollegiate swimming pool with electronic touch time system, an auxiliary gymnasium, an 8,000-square-foot weight training room, a handball-racquetball court, three competitive volleyball courts, two indoor batting cages, and two athletic training rooms. A very modern 15,000 sq. ft. fitness center is also connected to Goolrick and is open seven days per week. A new six-court indoor tennis center is a great resource for student athletes and the campus community. State-of-the-art outdoor facilities include fields for baseball, soccer, lacrosse, softball, and field hockey; cross country courses and a running trail; 12 lighted tennis courts; and an eight-lane, 400-meter Rubaturf all-weather track.

FOR FURTHER INFORMATION

Additional information on Student Life will be found in the University of Mary Washington *Student Handbook*, published annually and available to all students electronically or in hard copy.



ACADEMIC RESOURCES

LIBRARY

Simpson Library is one of the finest medium-sized libraries in Virginia and constitutes a vital focus of the academic life of the University of Mary Washington. Through services provided by its highly trained staff, the Library enhances and supports the instructional programs of the University while providing assistance in support of the research needs of students and faculty.

The Library is open to the public 92 hours per week during regular semesters. Many of its resources are available 24/7 via the Internet. The Library's collections include over 367,000 cataloged items, 1,500 current magazine and newspaper subscriptions, and an extensive microform collection of newspaper and periodical back issues. In addition to more than 35,000 electronic books Simpson Library also provides access via the Internet to an extensive array of electronic databases and e-journals. The Library adds 6,000 or more volumes to its collection each year to support the University's wide-ranging curriculum. An official partial depository of both federal and state publications the Library also maintains a rare book collection and the archives of the University. The University of Mary Washington is an active member of the **VIVA** (The Virtual Library of Virginia, a consortium of colleges and universities in Virginia that gives students and faculty access to a rich array of electronic resources through the campus network. VIVA resources range from online encyclopedias and dictionaries to bibliographic databases and full-text periodical services.

One of the largest buildings on campus, Simpson Library offers 400 seats for public use, including 260 individual study desks and several small rooms for group-study. A large classroom, used for the Library's instructional program, has facilities for acquainting students with the Library's information portal and automated systems. Most of the resources made available through library portal are accessible from any computer on campus, and many are accessible from remote locations. Simpson Library has numerous Internet accessible stations available for public use. Simpson Library also provides wireless access to the campus network. The online catalog provides access to the Library's print and electronic collections. A full range of instructional

services is offered faculty and students to aid in the use and interpretation of the Library's resources, research methods and the efficient of use of new information technologies. Librarians teach a wide array of course-related instruction in addition to the provision of reference assistance. The Library also supports interlibrary loan service.

ACADEMIC INTERNSHIPS

The Office of Career Services coordinates the program of academic internships, through which qualified juniors and seniors work in off-campus settings. Academic departments sponsor these pre-professional internships, under the joint direction of a faculty member and an on-site supervisor, and award academic credit for their successful completion. Career Services maintains files of internships both on-line and in print. Current internship policy and procedure guidelines are available from the Office of Career Services.

The University's location between Washington, D.C. and Richmond, Virginia provides numerous internship opportunities with federal, state, and local government; businesses; non-profit organizations; radio and television stations; newspapers and other print media; law firms and agencies; medical and veterinary facilities; science laboratories; museums; and theatres. Recent internship responsibilities have included writing and editing a newsletter, conducting legal and social science research, counseling, assisting with museum exhibits, creating websites, conducting market research, fundraising, and environmental planning.

INTERNATIONAL PROGRAMS

The University of Mary Washington encourages students to enrich their liberal arts education with a study abroad experience. A wealth of summer, semester, and full-year programs are available in a variety of locations for nearly all academic disciplines. UMW develops relationships with institutions and organizations that offer a fulfilling academic and cultural experience. The University also sponsors several faculty-led summer abroad opportunities founded on the expertise and interest of the instructor.

Students considering studying abroad work with the Office of International Academic Services (IAS). IAS assists students in program selection and approval, transfer credit, and other administrative and cultural preparations, and supports them while abroad and upon re-entry to UMW. Students may use study abroad coursework and internships to fulfill degree and major requirements with careful preparation and planning made in conjunction with IAS and the student's academic advisor(s).

IAS also assists international students from approximately 25 countries with immigration, and academic and social adjustments. The office acts as the first point of contact for issues specific to the needs of international students

at the University, such as Immigration and Naturalization Service (INS), State Department, and Justice Department regulations, and their compliance with federal rules governing international student status in the United States.

UNDERGRADUATE RESEARCH GRANT PROGRAM

Faculty are committed to the mutually supportive values of undergraduate teaching and academic research. Seeking to extend those values to its students, UMW has a well-established and nationally-recognized Undergraduate Research Grant Program, whereby collaborative teams of faculty member(s) and students apply for University-funded research project support. Highly competitive in its fall, spring, and summer application period procedures, this program enables undergraduates to work intensively with faculty members on a broad range of research topics, work which in many instances leads to student presentation at state, regional, or national academic conferences.

WRITING CENTER

The Writing Center located on the Fredericksburg campus is part of the Writing Intensive Program and is open to all Mary Washington students. It expresses the University's belief in writing competence as an essential ingredient of a liberal arts education. Operating within the Honor Code, the Writing Center offers free tutorial assistance to students, regardless of major, both for course assignments and for personal writing needs.

The Writing Center works with student writers at every skill level to improve their writing performance. Staffed by a faculty director, an assistant, and well-trained student tutors, the Center provides advice in getting started on papers, developing ideas, achieving unity and coherence, reviewing troublesome parts of papers, understanding and correcting recurring grammatical and punctuation errors, and overcoming writer's block. The Writing Center welcomes students writing research papers, short essays, letters of application, and laboratory reports. It also provides access to various writing guides. The director conducts several workshops each year on writing skills important to success in college work.

SPEAKING CENTER

The Speaking Center supports the Speaking Intensive Program by providing free consultations to students interested in developing oral communication skills. The Center houses a collection of instructional resources (books, handouts, videotapes, and equipment) which address a variety of topics ranging from public speaking anxiety to constructing effective visual aids. Consultants are available to videotape practice presentations and to provide feedback.

The Center adheres strictly to the Honor Code: consultants will not compose any portion of a presentation for a student, nor will they do research

for a student's presentations. Consultants also are prepared to offer advice on special types of oral communication activities such as speeches, group presentations, debates, or interviews.

INFORMATION TECHNOLOGIES AT THE UNIVERSITY

The University of Mary Washington is making steady progress toward status as a national model in the use of technology in teaching and learning. That progress is due in large part to the emphasis placed by the Department of Information Technologies (DoIT) on the academic mission of the University. The department focuses not only on the construction and maintenance of networks and information systems, but on the exploration and deployment of technologies that effectively and efficiently promote a liberal arts and sciences education.

The University believes that technology helps stimulate creative thinking, enabling students and faculty to take advantage of all that the current worldwide information environment has to offer. Technology allows students to view, learn, assemble, and personalize information and resources from diverse sources, and enables faculty collaboration with colleagues without geographic limitations. In every discipline throughout the University, courses make use of technology to help actively engage students in the learning process. Faculty and IT staff work in close collaboration to ensure that technology here expands the benefits of personal interaction and serendipitous discovery characteristic of the University of Mary Washington experience.

Student Computing Needs. Nearly all students bring their own computers to campus, and new students are encouraged to bring laptop computers to take advantage of their mobility. The University makes wireless network access available in all major academic and administrative buildings, including the University libraries, and in student "commons" areas as well.

Residence hall rooms are equipped with high-speed Internet access for each occupant. University network resources, such as student personal Web space, registration, personal class schedules, course materials, library offerings, and e-mail, may be accessed over the Internet.

There are some 24 computer labs on campus, equipped with both PC and Macintosh computers and printers. Labs are located throughout the campus in academic buildings, and are available at posted times for student use.

The University schedules a technology orientation program among new student orientation events just prior to the start of each semester. For more detailed information on computer and software recommendations, and on what to expect in the UMW computing environment, incoming students should visit the UMW Student Computing website (www.umw.edu/technology/studentcomputing).

Technology Services. In addition to on-line documentation available at its website (www.umw.edu/technology), the Department of Information

Technologies offers help to its users through the Help Desk, which is the campus clearinghouse for all technology-related questions. In helping diagnose and solve problems, the Help Desk staff may walk users through some steps on the phone, point them toward online resources that can help, provide technical consultation in person at the Help Desk location, or, if needed, identify someone to provide on-site help. The specialists staffing the Help Desk know whom to call, and can save users the time and confusion of trying to figure out who on campus can help.

Other Department of Information Technologies staff are at work behind the scenes, continually investigating, developing and testing new technologies while making sure that existing services and systems are delivered on a consistent basis. The department includes five divisions.

Teaching and Learning Technologies, which is focused entirely on the academic mission of the University, features a team of Instructional Technology Specialists working one-on-one with faculty and students to find and make good use of technologies that improve the effectiveness of teaching and learning here.

Infrastructure Services manages the University's technically advanced computing network, the servers that provide network-based file storage locations and printing, e-mail systems, and telephone/voice services on campus.

Information Systems manages the data and the software that together allow University offices to offer on-line course registration, on-line course information and resources (through tools such as Blackboard), and a growing number of other Web-accessible services.

Enterprise Systems manages the hardware environment that houses University administrative data and some academic software and learning tools.

User Services manages the Help Desk and support for the computers and other information technologies in University classrooms and computer laboratories (as well as those in faculty and staff offices).

ACADEMIC ADVISING

All degree-seeking students who have not declared a major are advised by academic advisors assigned to students upon entry to the University. When students choose their major fields and declare their majors through the Office of Academic Services, they are assigned advisors from the major department. (See **MAJOR DECLARATION**.) B.A./B.S. students may also consult the Office of Academic Services on a variety of academic situations. B.L.S. students may contact the B.L.S. Office. Assistance in developing academic skills and in choosing a major field is also offered by these offices as well as by the Office of Career Services. Any B.A./B.S. student may request a change in his or her initial advisor by submitting a written request to the Office of Academic Services or a change in his or her major advisor by consulting the chair of the major department. B.L.S. students must contact the B.L.S. Office.

The Freshman Advising Program is specifically designed to help students with the transition from high school to college. Each incoming Freshman is assigned to a Freshman Faculty Advisor based on the student's interests. The program begins with orientation where they meet their Freshman Advisor. A series of group and individual meetings sees them through the first academic year. Orientation and the subsequent meetings with the freshman academic advisor are planned around the UMW academic cycle and meant to alleviate stress as well as to assist students in their journey towards graduation and becoming self-sufficient adults. At the conclusion of the freshman year students may declare a major if they are eligible (see **MAJOR DECLARATION**).

Transfer Advising for each incoming transfer student in the BA/BS program is provided by a Transfer Faculty Advisor. Students and advisors will meet at Orientation and throughout the initial transitional semester at UMW. Transfer students may declare a major during Orientation if they are eligible.

B.L.S. Advising for incoming B.L.S. students is provided by the B.L.S. advisor and/or director. After declaring a major B.L.S. students will be assigned a major advisor but also continue to be advised in the B.L.S. Office.

Major Advising is provided by faculty in the student's major department. Major advisors are assigned by the departmental chair. Students will have a major advisor for each declared major. Students will plan their course work with their major advisor so that they will be able to meet all graduation requirements in a timely manner.

Non-degree students are not assigned to an Academic Advisor.

B.A./B.S. students may also consult the Office of Academic Services on a variety of academic situations. B.L.S. students may contact the B.L.S. Office. Assistance in developing academic skills and in choosing a major field is also offered by these offices as well as by the Office of Career Services. Any B.A./B.S. student may request a change of his or her pre-major advisor by submitting a written request to the Office of Academic Services of a change in his or her major advisor by consulting the chair of the major department. B.L.S. students must contact the B.L.S. office.

In addition to each student's designated academic advisors, the Office of Academic Services offers a variety of advising services for all University of Mary Washington students. International students and students participating in approved study abroad programs are mentored by the Director of the Office of International Academic Services. Students with documented disabilities are mentored by the Director of Disability Services. One of the deans in Academic Services counsels B.A./B.S. students in academic jeopardy (i.e., those placed on academic probation and/or suspension). The Assistant Dean of Academic Services, in consultation with the student's academic advisors, mentors students of color. Any College of Arts and Sciences' B.A./B.S. student seeking transfer credit approval after matriculation and transfer credit for re-evaluation must submit appropriate paperwork to the Office of the Registrar. Additionally, any

student can schedule a general advising session with any of the deans in the Office of Academic Services.

TUTORING

The Office of Academic Services offers free tutorial services to degree seeking University of Mary Washington students in need of academic assistance. Tutorial sessions are offered twice a week. Although tutors are available in a variety of subjects, tutors are not available for every course offered at the University of Mary Washington. Students are encouraged to seek help early in the semester if they feel that they will have difficulty in a course. Students who need assistance should contact Academic Services.

SPECIALIZED ADVISORS

Accounting. While Mary Washington does not offer an accounting major, students interested in accounting may concentrate their study in this area through electives. The accounting advisor helps students select courses that meet their individual needs and interests, as well as develop the communication and critical reasoning skills necessary in today's accounting profession. Courses offered at Mary Washington provide students with an opportunity to prepare for the uniform examinations required to obtain the designation of certified public accountant (CPA), certified management accountant (CMA), and certified internal auditor (CIA).

Health Sciences. The health sciences constitute a variety of professions providing health care. The basic liberal arts and science courses offered at Mary Washington prepare students for entering nursing, physical therapy, dental hygiene, medical technology, occupational therapy, ophthalmic technology, optometry, physician assistant, and pharmacy programs. During their first year students must give careful attention to the professional school admission requirements, which are available on the respective school websites. Advisers in the Department of Biological Sciences can help students select courses that meet these requirements, and prepare for the relevant admission examination. Admission to professional institutions is, of course, very competitive, and depends on academic performance and scores on qualifying examinations.

Medical. Pre-medicine, Pre-dentistry and Pre-veterinary medicine are career paths, not majors. Students in pursuit of one of these clinical careers may select any of the major programs at the University. Although most pre-medical, pre-dental, and pre-veterinary students major in one of the sciences, students can easily major in one of the humanities or social sciences and complete their premedical courses as electives.

The Pre-medical/Pre-dental Advisor provides academic guidance for the pre-clinical curriculum of the pre-medical and pre-dental students, and students thinking about pursuing one of these careers should contact the Pre-medical

Advisor for an advising appointment. The Advisor also heads the Pre-medical Advisory Board, a committee charged with the preparation of an institutional recommendation for each student to be sent to the medical and dental schools.

The Pre-veterinary Medicine Advisor provides academic guidance for students interested in veterinary medicine. These students should contact the Pre-vet Advisor for an advising appointment.

Law. The pre-law advising system provides guidelines for students interested in entering law school. There is no prescribed "pre-law curriculum," and students considering a legal career may focus their studies in any academic major. Students, however, are encouraged to enroll in courses that develop written and oral communication as well as critical reasoning. The pre-law advisor helps students to select courses that meet their individual needs, foster skills necessary to the legal profession, and prepare for the Law School Admissions Test (LSAT).

Teacher Education. The Teacher Education Program at Mary Washington is approved by the Virginia State Department of Education and the National Association of State Directors of Teacher Education and Certification. Students who complete an approved program qualify for licensure/certification in all the states with which Virginia has reciprocity agreements. Students major in an academic discipline and take professional education courses as electives. They have advisors both in their major discipline and in the University's Department of Education. (See information provided on page xx).

CAREER SERVICES

The Office of Career Services assists students and alumni in assessing their skills, interests, and values; exploring and testing occupational areas; and implementing their career goals. Career Services offers programs for freshmen, sophomores, juniors, seniors, graduate students, and alumni. These services can help students decide their majors and career direction. Students can also assess their strengths and learn how to research occupational areas through workshops, individual career counseling, and a computerized career guidance system. The office maintains a Career Resource Center that contains over 700 books and magazines about a variety of occupational areas as well as directories of organizations.

Career Search, a computer database of more than 1,000,000 employers nationwide, is available for students and alumni to use in their job searches. The Resource Center also houses information on graduate and professional school programs, including law and medicine, as well as internship listings and full-time, part-time, and summer job vacancies. Listings for internships and full-time positions are also available online. Informational interview binders and a computer database list alumni and others who are willing to discuss their career fields.

Employer Fair, held each year, provides an opportunity for representatives

from businesses, government agencies, and non-profit organizations to explain their career opportunities. A similar program, the Education Job Fair, brings school systems to campus each spring. Careers and Majors Day, also held each year, brings UMW alumni to the campus to discuss their career fields. Workshops on resume writing and interviewing skills, as well as videotaped mock interviews, help students with their job search. Through the on-campus recruiting program, graduating students have the opportunity to interview with organizations hiring for full-time positions. The office also maintains credential files for seniors and alumni. A resume referral service is available for seniors and alumni. Resumes are available to employers through a web-based system.

OFFICE OF DISABILITY SERVICES

The Office of Disability Services provides and coordinates reasonable and appropriate accommodations to qualified students with disabilities. These accommodations may include – but are not limited to – extended time on tests, note taking assistance, air – conditioned dorm rooms, sign language interpreters, enlarged print materials, permission to tape record lectures, and distraction-reduced testing sites.

In order to receive services, students must provide professional documentation of a substantially limiting condition and discuss appropriate accommodations with the Director of Disability Services. Documentation guidelines for specific disabilities may be found on the Disability Services website at www.umw.edu/disability or by requesting it from the office at 540/654-1266. The Director verifies the disability, assists in arranging reasonable accommodations, and acts as a liaison between students, faculty, and administration on issues relating to services or accommodations.

CENTER FOR HISTORIC PRESERVATION

Established in 1979 through a Commonwealth of Virginia Grant for Excellence, the Center for Historic Preservation has a dual mission, to support the historic preservation program and to encourage preservation activities from local to international scales through public outreach programs. The Center enhances students' opportunities for employment, research, internships, and public involvement in preservation by sponsoring lectures, workshops, and conferences and by conducting research and service projects in the Fredericksburg region. Preservation organizations, government agencies, and citizens are the beneficiaries of the Center's second charge – the support of preservation activities through public programs and cultural resource management services. Since 1989 the Center annually awards the nationally competitive Historic Preservation Book Prize to the book that a professional jury deems to have made the most significant contribution to the intellectual vitality of historic preservation in America. Through its website the Center

hosts the Virginia Local Preservation Reference Collection, a database of local government ordinances and comprehensive planning elements for protecting historic resources.

LEIDECKER CENTER FOR ASIAN STUDIES

The Leidecker Center for Asian Studies supports interdisciplinary study of Asia, drawing on the expertise of faculty from across the campus. The Center sponsors an annual lecture series, seminars, and conferences. In coordination with the resources of the Office of International Academic Services, the Center also promotes academic and cultural exchange as well as awareness of Asia and its place in the world. In addition to promoting the academic study of Asia, the Center for Asian Studies sponsors public workshops allowing direct familiarity with various aspects of Asian cultures. The Leidecker Center for Asian Studies was established by the College's Board of Visitors in 1998 in honor of Professor Emeritus Kurt Leidecker (1902 - 1991), a professor of philosophy at Mary Washington College from 1948 until his retirement in 1973 and a specialist in Buddhism, who first developed a program in Asian Studies at Mary Washington College.

UNIVERSITY GALLERIES

The Ridderhof Martin Gallery is a high-quality art museum facility. It displays traveling exhibitions from museums around the country, bringing to the University the art of the past and present from many cultures. Other exhibitions draw from the permanent collection for themes such as "The Artist Looks at Sister Artists" and "Art and 20th-Century War." The duPont Gallery features painting, drawing, sculpture, photography, ceramics, and textiles by art faculty and students as well as other contemporary artists.

The Galleries' permanent collection of some 6,000 artworks is strongest in mid-twentieth-century art and Asian art. The Galleries also house much of the life's work, as well as the personal papers, of New York surrealist Margaret Sutton and Los Angeles figurative expressionist Phyllis Ridderhof Martin.

Professors in art history and other fields often assign class projects and research in the Galleries. Students study the works on view and in storage, and delve into the computerized records and paper files. Students also participate in cataloguing the collection and organizing and installing exhibitions.

ACADEMIC PROGRAMS

BACHELOR OF ARTS, BACHELOR OF SCIENCE

Requirements for these degrees are divided into three basic categories: General Education courses, the major program, and elective courses. The General Education requirements are defined by eight goals (each representing a primary objective of liberal learning) and by five Across-the-Curriculum requirements (each enabling students to develop an essential skill or awareness). The major program allows a student to investigate one discipline, or several in an interdisciplinary or special major, in depth. Although students must major in an academic discipline, they may also work toward a specific career or professional goal. Both major programs and pre-professional development opportunities are outlined in the following sections.

Together, the General Education requirements and the major program account for approximately one-half to two-thirds of the total course of study. Although students decide individually how best to fulfill the rest of their undergraduate curriculum, the University encourages a rich and diverse total program. Options open to the student include individual study, internships, study abroad, pass/fail courses, and double majors.

Making decisions is a part of one's education at Mary Washington. While faculty members help students select courses and major programs of study, the final decisions are the student's own. Students are responsible for assuring that they fulfill all degree requirements.

B.A./B.S. DEGREE REQUIREMENTS

The choice of major program determines which degree one receives. The **Bachelor of Arts** degree is for majors in American Studies, Anthropology, Art History, Studio Art, Classics: Classical Archaeology, Classics: Classical Civilization, Classics: Latin, English, French, Geography, German, Historic Preservation, History, International Affairs, Music, Philosophy, Philosophy: Pre-Law Concentration, Political Science, Religion, Sociology, Spanish, and Theatre. **The Bachelor of Science** degree is for majors in Biology, Business Administration, Chemistry, Computer Science, Economics (changed from B.A. to B.S. beginning with the Class of 2004), Environmental

Science and Geology (both the Natural and Social Environmental Science Concentrations), Environmental Science and Geology (Geology Concentration), Mathematics, Physics, and Psychology.

Both the B.A. and B.S. degrees require 122 credits for completion. Both degrees also require an overall cumulative grade-point average of at least 2.00 (equivalent to a "C" average) on Mary Washington coursework, as well as a cumulative grade-point average of at least 2.00 in each major program on Mary Washington coursework. To be considered a degree candidate, a student must earn at least 31 academic credits at the University of Mary Washington, including at least half the credits required for the major program unless more are required by the major department. Students must also earn at least 15 of the last 21 credits at Mary Washington.

GENERAL EDUCATION REQUIREMENTS FOR B.A./B.S. DEGREES

The General Education curriculum represents the College faculty's intellectual consensus on that broad course of study that constitutes the foundation of a solid liberal arts education. Organized into eight Goal areas and five Across-the-Curriculum areas, General Education requirements may be completed by University of Mary Washington coursework, by approved equivalent transfer coursework, or by equivalent Advanced Placement (AP), International Baccalaureate (IB) or Cambridge A Level Examination credit as defined by the most current AP-IB-Cambridge Policy. No General Education coursework, except Goal 8, may be completed on a Pass/Fail basis. Any modifications in course offerings appear in the Official Schedule of Courses. ***To fulfill General Education requirements, a course must be designated as a General Education course for the semester and section in which it is offered.***

GOAL 1. The ability to write logically, clearly, precisely, and the ability to acquire, organize, present, and document ideas and information. (3 credits, ENGL 101) **Exemption**: Scores of at least **670 on both** the Critical Reading and Writing portions of the SAT.

GOAL 2. An understanding of mathematical thought and the ability to conceptualize and apply mathematical logic to problem solving (6 credits, 3 of which must be a mathematics course). Computer Science 110, 125, 220, 230; Mathematics 110, 115, 121, 122, 125, 200; Music Theory 181; Philosophy 151.

GOAL 3. An appreciation of major contributions of science to an understanding of the natural world and to the possible solution of contemporary problems; the application of laboratory science methods to the acquisition of knowledge through a two-semester, vertically-building sequence of laboratory courses in the same discipline (8 credits). Biology 121–122; Chemistry 105–106, 111–112; Geography 110 – 111, Geology 111–112; Physics 101–102, 105–106.

GOAL 4. An understanding of human culture as expressed in artistic achievements and as revealed in literature (6 credits with one course in the arts and one in literature). Arts: Art Studio 101, 102; Art History 114, 115; Classics 110; English 245; Interdisciplinary 204; Music History and Literature 151, 152; Theatre 111. Literature: Classics 110; English 205, 206; Modern Foreign Languages 201; Theatre 211, 212.

GOAL 5. An understanding of the intellectual foundations and development of Western civilization (6 credits). Classics 101; Geography 205; Historic Preservation 101; History 121, 122, 131, 132; Mathematics 207; Philosophy 102, 201, 202; Religion 103, 205, 206.

GOAL 6. An understanding of the forces shaping human behavior, social structures, institutions, and spatial relationships (6 credits). Anthropology 101, 102; Business Administration 105; Economics 201, 202; Geography 102; Linguistics 101; Philosophy 100; Political Science 101, 102; Psychology 100; Religion 102; Sociology 100, 200.

GOAL 7. Intermediate-level (202) competence in a foreign language (0–12 credits). A UMW student may begin at any level of language for which they are prepared, but must then successfully complete the remaining sequence of courses through the 202 (intermediate) level. Any skipping of courses in the sequence, or substitution of a course at the 300 level or above in place of 202, requires permission of the instructor and also of the chair of the UMW department which offers the course in question. No course may be taken pass/fail. Lower level sequence courses may not be taken pass/fail or as an elective when the completion course is taken for a grade to fulfill the requirement.

Exemptions: (1) By test scores: 620 or higher on an SAT II foreign language subject test or passing the UMW competency test, or (2) A score of 4 or higher on French Language, German Language, Latin Literature or Latin: Virgil or Spanish Language Advanced Placement Examination or a score of 5 on the Spanish Literature 2003-2004 Advanced Placement Examination; (3) A score of 5 or higher on the French, German, Italian, Russian or Spanish I.B. Exam; (4) Successful completion of an advanced-level (300-400) foreign language course, or (5) Submitting pertinent documents which verify that the student has been educated through high school in a language other than English or has lived extensively in and become fluent in the language of a non-English-speaking country; demonstrating intermediate college-level (202) competency, and successfully completing Writing Workshop (ENGL 101) or obtaining an exemption therefrom.

GOAL 8. Physical fitness through physical activity (2 courses, 2 credit minimum). Satisfied by 2 courses of currently offered UMW PHYD and DANC coursework (not Dance 225, 226).

ACROSS-THE-CURRICULUM REQUIREMENTS

In addition to the goal areas and courses specified above, the College faculty endorses multi-disciplinary curricular emphases as part of the General Education program. These emphases may be fulfilled by General Education courses, electives, or courses in the major: such courses are designated each semester in the Official Schedule of Courses as meeting Across-the-Curriculum criteria. The same course may satisfy multiple requirements.

Environmental Awareness: To promote an understanding of the fragility of the biosphere and the degree to which human activity can affect it. (1 course)

Global Awareness: To promote an understanding of other places, cultures, and societies. (2 courses)

Race and Gender Intensive: To ensure an understanding of race and/or gender issues in Western culture. (1 course)

Speaking Intensive: To ensure the development of competence in oral communication. (2 courses)

Writing Intensive: To ensure the development of competence in written composition. (4 courses beyond GOAL 1). Students who are exempt from the Goal 1 requirement by virtue of SAT scores must complete 5 writing intensive courses.

MAJOR PROGRAM

A major program within a single discipline requires at least 30, but no more than 40, credits. All must be graded credits. Students must take at least one-half of the major program at Mary Washington, earning a grade-point average of 2.00 in the courses. Many students complete two major programs to satisfy diverse personal interests. Requirements for the major programs appear in the department entries of this Catalog. In addition to majors in the traditional arts and sciences disciplines, the University offers special major programs.

A student and faculty advisor may design a special major program by selecting, from two or more departments, courses that define a coherent field of concentration. Examples of recently-approved Special Majors include programs in Biochemistry, Creative Non-Fictional Writing, Italian Studies, Linguistics, Medieval Studies, Public Affairs, Journalism, Rhetoric and Communication, and Women's Studies. Any student interested in developing a special major program must apply to the Curriculum Committee prior to completing 15 credits in the proposed special major program. The approval of the Committee is required before a special major program can be undertaken.

ELECTIVES

Elective courses are those that are not needed to fulfill a General Education requirement or Major Program requirement but are chosen by the student to complete the 122 credits required for graduation with a B.A./B.S. degree or 120 credits for the B.L.S. degree. These courses may be taken graded or pass/fail (or S/U in the case of physical education and 100-level dance). No student in a regular B.A./B.S. program may count more than 55 credits in a single discipline toward the 122 credits required for graduation.

BACHELOR OF LIBERAL STUDIES (B.L.S.) DEGREE REQUIREMENTS

The Bachelor of Liberal Studies (B.L.S.) degree is designed for adults, six or more years out of high school, who want to major in a traditional arts and sciences discipline. Unlike a traditional baccalaureate degree, the B.L.S. offers greater flexibility in the timetable leading to graduation because it does not require full-time study, extended residence at the University, physical education, or foreign language requirements (unless you major in a foreign language). A maximum of 90 semester hours of transfer credit may be used to fulfill the requirements for the B.L.S. degree. The B.L.S. degree program offers more than 30 majors in the liberal arts and sciences, including options to double major or create a self-designed/interdisciplinary major.

The B.L.S. degree requires a minimum of 120 semester hours, distributed in three categories: general education, electives and major. Students must also satisfy the English composition competence, as well as take courses listed as writing intensive, speaking intensive, and cultural awareness. Students must also satisfy the classroom experience and residential credit requirements listed below. A grade-point average of 2.00 on all work at the University of Mary Washington is also required, with no more than six credits in physical education courses counting toward the degree.

Students who have registered for classes in the B.A./B.S. program at UMW within the past calendar year and who have completed more than 30 credits at the University are not eligible to enroll in the B.L.S. program.

Students are encouraged to complete Liberal Studies 100, *Orientation.* Others may wish to enroll in Liberal Studies 101, *Portfolio Development,* for assistance in developing portfolios that document learning gained through life and work for possible conversion to academic credit.

General Education Requirements. The requirements for general education credits in each area of study are as follows:

Natural Sciences and Mathematics. (10 credits) At least 4 credit hours of a lab science and at least 3 credit hours of math are required. The remaining 3 hours may be math, science, or mathematical applications (such as computer science, music theory, or logic).

Literature. (3 credits) One course focusing on the close reading and interpretation of literary works written either in English or a foreign language is required.

Humanities. (3 credits in an area other than literature) One course from a discipline such as art, art history, theatre, film studies, music (other than music theory), classics, foreign language, philosophy (excluding logic), or religion is required.

Social Sciences. (3 credits) One course (other than research methods) in anthropology, economics, geography, linguistics, political science, psychology, or sociology is required.

Western Civilization. (3 credits) One course examining the intellectual foundations, developments, and consequences of western civilizations, such as western philosophy, European or American history, or western religion.

Competence in English Composition. Each student must demonstrate competence in English composition. This may be accomplished by taking English 101, *Writing Workshop*, completing a comparable writing course, achieving an acceptable score on a CLEP exam, or through UMW Department of English, Linguistics, and Speech certification.

Across-the-Curriculum Requirements. These may be met by general education courses, electives, or major courses.

Cultural Difference. (3 credits) One course exploring matters of significant cultural difference, either within a single culture or between contrasting cultures is required. Any UMW course labeled global awareness (GA) or race and gender intensive (RA) will satisfy this requirement.

Speaking Intensive. (3 credits) One course designated as speaking intensive (SI) will satisfy this requirement.

Writing Intensive. (6 credits) Two courses designated as writing intensive (WI) are required beyond the English competency requirement.

Major. A student may select from many liberal arts majors offered by the University or create an approved, coherent interdisciplinary concentration from the offerings of *at least two* departments. Students must earn a grade point average (GPA) of at least a 2.0 in the major/concentration area.

Electives. To reach 120 credits, students may take as many as fifty-one credits in electives.

SECOND DEGREE OR POST-BACCALAUREATE MAJOR

A student who has earned a bachelor's degree from the University of Mary Washington and wishes to pursue further undergraduate work may either complete a post-baccalaureate major and have it noted on the permanent record (with the date of completion) or earn a second degree if it is **different from the first degree** (for example, a subsequent B.A. or B.L.S., if the first degree was a B.S.).

Second Degree. The student must apply for admission to the new degree program through the Office of Admissions and must earn at least 30 additional credits at Mary Washington after completion of the first degree. No more than 14 of these credits can be completed prior to matriculation for the second degree. The most appropriate 92 credits, including 2 Physical Education Courses from the credits counted for the first degree, will be selected to count toward the second degree. The student must complete the major program and General Education requirements in the ***College Catalog*** in effect at the time of matriculation into the second degree.

A student who earned his or her first degree from another institution must enter Mary Washington as a transfer student, then complete the Major Program and General Education requirements of the second degree as defined in the ***College Catalog*** in effect at the time of matriculation into the second degree.

Post-Baccalaureate Major. A student who has earned a degree at UMW who is completing only an additional major must complete the Major Program requirements printed in the ***Catalog*** at the time of major declaration if the student has not discontinued enrollment at UMW for more than two semesters. A student returning after an absence of more than two semesters will be required to complete the Major Program requirements listed in the ***College Catalog*** in effect at the time of re-enrollment. A B.A./B.S. student wishing to pursue a post-baccalaureate major must apply in the Office of the Registrar. A B.L.S. student must apply in the B.L.S. Office.

SUMMER SESSION

The Summer Session offers numerous opportunities to enrich and accelerate a student's academic program. Additional Summer Session offerings include internships, study abroad courses, and courses that satisfy state teacher certification requirements.

STUDENT OUTCOMES ASSESSMENT

The University's College of Arts and Sciences has adopted a comprehensive plan for evaluating the impact of its programs and services on its students. Developed in response to guidelines set forth by the State Council of Higher Education for Virginia and the Southern Association of Colleges and Schools, the outcomes assessment program examines the extent to which the University is meeting its intended goals for its students.

Assessment results are used to evaluate programs and curricula, not individual students. Although the data collected are maintained in the institution's computer database, they are not included on official transcripts, nor are the aggregated data used for any purpose other than comparative analysis. The long-range goals of outcomes assessment are to identify and

rectify the University's shortcomings and build upon its strengths. Only by examining closely the effects of what it does can the University become a stronger and continuously improving institution.

The University's commitment to assessing its effectiveness necessitates the participation of students, who are required to be involved directly in the evaluation of the various academic major programs as well as the General Education curriculum. Students who choose not to participate in assessment activities may have sanctions placed against them.

ACADEMIC POLICIES AND PROCEDURES

A *Dictionary of Academic Regulations,* published annually by the Office of Academic Services, states the B.A./B.S./B.L.S. academic policies and procedures of the University. The *Student Handbook*, issued by the Office of Student Affairs, covers non-academic policies. These documents, as well as the *University Catalog*, are for the convenience of students, faculty, and staff, but none should be interpreted as an irrevocable contract. Each student is responsible for familiarizing him/herself with and noting changes in policy or procedures affecting his or her program and adjusting the program accordingly. Final responsibility for enrolling in appropriate courses in the right sequence and for meeting all degree requirements rests with the student.

GRADING

Academic performance in any course is rated according to the following system:

A 4.00 quality points — Excellent
A- 3.70 quality points
B+ 3.30 quality points
B 3.00 quality points — Commendable
B- 2.70 quality points
C+ 2.30 quality points
C 2.00 quality points — Acceptable
C- 1.70 quality points
D+ 1.30 quality points
D 1.00 quality points — Marginal
F 0.00 quality points — Failure

The following grades carry 0.00 quality points:

PA Pass in a Pass/Fail Class
FA Failure in a Pass/Fail Class
SA Satisfactory
UN Unsatisfactory
W Course Withdrawal
I Incomplete
G Delayed Grade
CI Test Incomplete (Test Failed For Credit-by-Examination)
CR Credit-by-Examination
TR Transfer Credit
NG Audit
NC No Credit
ZC Zero Credit

Grade-Point Average. Grade-point averages are computed only on courses taken at the University of Mary Washington. Each grade, "A" through "D" carries a numeric *quality-point* value which, when multiplied by the number of course credits, produces the number of quality points for the course. The overall cumulative grade-point average (GPA) is the product of the total number of quality points divided by the total number of completed UMW graded credits. For example, a three-credit course with a grade of "A" provides 12 quality points (3 credits times 4.0 quality points = 12 quality points); a four-credit course with a grade of "A-" would yield 14.8 quality points (4 credits times 3.7 quality points = 14.8 quality points). A student who completed 15 graded credits with a total of 45 quality points would have a grade-point average of 3.0. Transfer credits (including AP, IB, and CLEP), credit-by-examination, physical education or 100-level dance credits, or courses taken for a pass/fail grade for which a pass grade (PA) was earned are not included in the computation of the grade-point average (GPA). However, a failing grade (FA) received in a course taken for a pass/fail grade will be included **in this calculation.**

Mid-Semester Grade Report. In the middle of each semester, students are notified by the Office of the Registrar if their performance in a course is unsatisfactory. Although the report is neither entered on a student's permanent record nor sent to parents or guardians, mid-semester unsatisfactory reports are sent to the Office of Academic Services (or the B.L.S. Office for B.L.S. students) and to each B.A./B.S./B.L.S. advisor. Because a "U" is a warning that significant improvement is needed, the student should consult instructors, advisors, and the Office of Academic Services for assistance.

Final Grade Report. Final grade reports are made available to students at the end of each semester. According to the Family Educational Rights and Privacy Act of 1974 as amended, a federal law, a student's educational record may not be disclosed to anyone outside the University, **including parents**, without the student's written permission.

EDUCATIONAL RECORDS

Educational records are those records directly related to a student and maintained by the institution or by a party acting for the institution. The permanent academic record, which is maintained by the Registrar, contains all completed course work, grades, grade-point average, and notes on the student's academic status. The student's application file, which contains the student's application and accompanying transcripts, is maintained for five years following the student's last date of enrollment.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Students have the right to inspect and review education records within 45 days of the day the University receives a request for access. Students do not have the right to copies of those records. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar or appropriate University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar shall advise the student of the correct official to whom the request should be addressed.

Students have the right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Students have the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Visitors; or a

student serving on a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Complaints should be addressed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

The University will not permit access to, or the release of, educational records without the consent of the student or eligible parent or legal guardian to anyone other than the following:

1. University officials who, in order to perform their duties properly, must have access to official records;
2. Officials pursuant to their statutory responsibilities(the Comptroller General of the United States, the Secretary of Education, the Commissioner, the Director of the National Institute of Education or the Assistant Secretary for Education, and/or state educational authorities);
3. Any party legitimately connected with a student's application for, or receipt of, financial aid;
4. State and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974;
5. Accrediting organizations, for the purpose of carrying out their accrediting functions;
6. Parents of dependent students as defined in section 152 of the Internal Revenue Code of 1954;
7. Parties acting under authority of a judicial order or pursuant to any lawfully issued subpoena, upon condition that the students are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution;
8. Appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons.

DIRECTORY INFORMATION

The University may release "Directory Information" as defined by the University of Mary Washington under the authority of FERPA, unless the student informs the University's Office of the Registrar that all such

information should not be released without the student's prior consent. A form is available for this purpose from the Office of the Registrar. If this form is not received in the Office of the Registrar by July 1 preceding the academic year, selected "Directory Information" will appear in the University's telephone directory.

"Directory Information" includes a student's name, addresses (campus, home, mailing, e-mail, etc.) and telephone numbers (local and home), class level, previous institution(s) attended, major fields of study, awards, honors (including Dean's List and President's List), degree(s) conferred (including dates), dates of attendance, names of parents, past and present participation in officially recognized sports and activities, physical factors (e.g., height, weight of athletes), and date and place of birth. A request to withhold "Directory Information" must be made on the form available in the Office of the Registrar. The request to restrict the release of "Directory Information" remains in effect until the student notifies the Office of the Registrar, in writing, to remove the restriction. A restriction on the release of "Directory Information" will remain in effect even if the individual is no longer a student, unless the restriction is removed by written request made to the Office of the Registrar.

Medical and Psychological Services Center records are not included in that category of records open to inspection; however, such records may be personally reviewed by a physician or other appropriate professional of the student's choice.

Confidential records maintained by the Director of Disability Services are open to inspection with limitations. Students may request a copy of disability documentation which is generated by the office, but may not request access to the Director's personal notes or test protocols or to information released by private practitioners or by other agencies. Disclosure related to the student's disability is released neither to any faculty member nor to another office on campus without the student's permission. With the student's written permission, disability documentation generated by the Disability Services Office may be released to any specified persons and agencies.

Custodians of educational records are not required to give access to financial records of parents or any information contained therein, nor are they required to give access to confidential letters and statements of recommendation that were placed in the educational records prior to January 1, 1975, or to which the student has waived the right of access.

"Directory information" may not be provided to any individual, company or entity for commercial purposes unless the release of this information is specifically authorized by the student or approved in writing by the Office of the Registrar.

CLASS STANDING AND ACADEMIC PROGRESS

If a B.A./B.S. student intends to graduate in eight semesters, normal progress toward a degree is a minimum of 28 credits completed by the end of the second semester of the freshman year and 15 to 18 credits completed during each of the remaining six semesters for a total of 122 credits. Under this definition of normal progress, students are classified as follows:

Freshmen	1 to 29 credits
Sophomores	30 to 59 credits
Juniors	60 to 89 credits
Seniors	90 or more credits

Students who wish to accelerate their progress and graduate in fewer than eight semesters must consistently take 17 or 18 credits each semester and attend summer sessions. In this way, a student can graduate in three calendar years. A student may drop below a 12-credit course load without permission. However, a residential student may not live in a University residence hall while carrying fewer than 12 credits unless special permission has been obtained from the Office of Academic Services. Students receiving financial aid should consult the Office of Admissions and Financial Aid before dropping below a normal course load. Students participating in NCAA sports should consult the Athletics department before dropping below a normal course load.

CONTINUING AT THE UNIVERSITY

Each spring, all degree-seeking students pay a declaration to continue fee and tuition deposit in order to participate in Fall Advance Registration. The fee and deposit must be paid in the Office of Student Accounts before they will be permitted to register. Non-attendance does not cancel registration and may result in failing grades and financial obligations to the University. Registration must be cancelled prior to the first day of class in order to avoid these consequences. Continuing students not attending the fall semester but returning to study in the spring semester will be required to pay the fee and deposit prior to registration.

WITHDRAWAL FOR A TERM, VOLUNTARY

Regardless of the date, students who wish to drop or withdraw from all of their courses are voluntarily withdrawing from study for that term. Ceasing to attend classes does not constitute a withdrawal and may result in failing grades as well as additional charges. Such withdrawals must be completed by the last day of class for the session or term. If students have received grades in a completed session of the term, they are not eligible to withdraw. In this case, students may drop courses registered for in the upcoming session;

however, they are subject to drop policies for the courses, and grades received for courses in completed sessions will be recorded as part of the student's permanent academic record for the term.

Students must complete a withdrawal form and obtain the required approvals. A student who fails to withdraw properly may incur additional charges and may receive failing grades. Students are fully responsible for all outstanding charges on their accounts. Students will not be permitted to return to the university or register for courses until their account is cleared. Students living in the residence halls must vacate their rooms if they withdraw for the term.

A degree student who withdraws may return to study within three terms, without applying for readmission to the university, if the student's cumulative grade-point average is 2.0 or higher, the student's account is in good standing, and all other obligations to the university have been met. If a student withdraws with a cumulative GPA under 2.00, the student must appeal to the Committee on Academic Standing for reinstatement. If a student is withdrawn for more than three consecutive terms, the student must apply for readmission. Information on readmission is available in the Readmission/ Reinstatement section (page 59). Any refunds due at the time of withdrawal are based on the refund schedule for the term published in the University's Guide to Registration. Such withdrawals are noted on the student's permanent record.

WITHDRAWAL FROM THE UNIVERSITY

Students who discontinue attendance for three consecutive semesters or more (including a term in which the student withdrew from the University) are no longer considered to be in a degree program at the University and are withdrawn from the University. Students who wish to return to study must reapply for admission following the process described in the section on Readmission/Reinstatement (page 59).

PROBATION, SUSPENSION, AND DISMISSAL, ACADEMIC.

All University of Mary Washington students are expected to make satisfactory academic progress by maintaining a 2.00 overall cumulative UMW GPA, the standard required for graduation. Students who fall below a 2.00 overall cumulative UMW GPA are in academic jeopardy and are subject to the University's probation, suspension, and dismissal policy.

The purpose of probation, suspension and dismissal is to warn students that they are not doing satisfactory work, to stimulate them to improve their performance, or, finally, to serve notice that the institution does not choose to allow them to continue because there is little or no likelihood of their finishing successfully.

Evaluation of academic standing is based on two factors: the number of credits and the minimum overall cumulative GPA. For both full-time and part-time students, the number of credits is calculated by adding the UMW GPA hours to the AP credit, IB credit, CLEP credit, Cambridge credit, and transfer credit hours. The minimum overall GPA is calculated on UMW graded credits attempted. (Grades of PA, SA, UN, and W are not considered in calculating the UMW GPA.)

Probation. A student is placed on probation whenever the student's overall cumulative UMW GPA falls below 2.00. Students on probation who achieve an overall cumulative UMW GPA of 2.00 or higher will be removed from probation. Any student previously on probation whose overall cumulative UMW GPA falls again below a 2.00 will be returned to probation. As appropriate, a notation of the student's probation status is entered on the student's permanent record. **A student placed on academic probation is expected to consult with his or her faculty advisor and a dean from the Office of Academic Services no later than the first week of the ensuing semester. A student placed on 'academic probation' may continue to participate in any extracurricular opportunities offered by the institution except those activities that require a specific GPA threshold.**

Suspension/Dismissal. Students who do not make satisfactory progress (please see chart below) while on probation will be suspended/dismissed. No student can be suspended after only one semester at the University; a period of probation of at least one semester duration will always precede suspension/dismissal action. As appropriate, a notation of the student's suspension/dismissal status is entered on the student's permanent record. A suspended student may not register for any classes at UMW (semester or summer) until his or her term of suspension expires. However, a student under first suspension may enroll in UMW's summer school after consultation with a dean from the Office of Academic Services. A dismissed student is ineligible to obtain a degree from UMW or to continue enrollment in courses offered by the University.

The academic records of all students on probation are subject to review for academic suspension/dismissal at the conclusion of both the fall and spring semester. All students on probation must have met the appropriate minimum overall cumulative UMW GPA, based upon their number of credits (including AP, IB, CLEP, Cambridge, and transfer credits as well as all UMW attempted GPA hours).

Number of Credits	Minimum Overall Cumulative GPA
12-30	1.60
31-45	1.80
46-60	1.90
61-122+	2.00

All students on probation who have not achieved the requisite minimum overall cumulative GPA at the conclusion of each fall or spring semester will be suspended/dismissed, according to the terms below:

FIRST SUSPENSION-- One-semester suspension. Appeals reviewed by the Committee on Academic Standing. The student will be ineligible to attend the subsequent semester, but he or she would be eligible to return for the *semester* following *the semester away from the University*. However, a suspended student would be eligible to attend UMW's summer school after consultation with an advisor from Academic Services. If a suspended student's GPA meets the Minimum Overall Cumulative GPA at the end of the summer session, that student will be automatically reinstated. Any student placed on suspension may appeal his or her suspension to the Committee on Academic Standing following the guidelines but not the deadlines in the following section: Reinstatement after suspension.

SECOND SUSPENSION-- Two-semesters suspension. Appeals reviewed by the Committee on Academic Standing. The student will be ineligible to attend the subsequent summer session, fall semester and spring semester; but he or she would be eligible to return for the following summer term and/or fall semester. Any student placed on suspension may appeal his or her suspension to the Committee on Academic Standing. Students cannot be evaluated for a second suspension until they return from a first suspension as either a full-time or part-time student during the fall or spring semester following the guidelines but not the deadlines in the following section: Reinstatement after suspension.

DISMISSAL—PERMANENT SUSPENSION. No appeal to the Committee on Academic Standing is possible. A dismissed student is ineligible to obtain a degree from UMW or to continue enrollment in courses offered by the University.

Any student placed on suspension may appeal his or her suspension to the Committee on Academic Standing. The Committee on Academic Standing, a panel comprised of faculty and administrators, is appointed by the Dean of the Faculty. This committee considers suspension appeals by students and can modify a suspension term when such is deemed appropriate. This committee also has the authority to establish and enforce reinstatement contracts for students returning after the completion of suspension periods.

NOTE: Courses taken at other institutions while a student is on suspension (academic, disciplinary, or honor) from UMW are NOT ACCEPTED by UMW for transfer credit and will not fulfill ANY degree requirement. Prior permission for future transfer coursework is automatically revoked when a student is suspended/dismissed.

Reinstatement after Suspension. A first-time suspended student will be automatically reinstated if the overall cumulative GPA meets the stated minimum after attending UMW's summer school. A first-time or second-

time suspended student who wishes to re-enroll must indicate to the Committee on Academic Standing, in writing, that he or she intends to return to the University at the conclusion of his or her suspension period. Guidelines for petitioning the Committee are available in the Office of Academic Services. The student's reinstatement petition must be **received** in the Office of Academic Services **by February 15** to be considered for fall semester (or summer session) re-enrollment or **by September 15** to be considered for spring semester re-enrollment. The Committee on Academic Standing will then extend a reinstatement contract to the student, who, on formally accepting the contract, will be **assured continuance** and permission to enroll in courses at UMW **during the semester immediately following the conclusion of the suspension period**. A student returning from suspension after the end of the spring semester is eligible to take courses during the subsequent summer. (See READMISSION/REINSTATEMENT, below.)

READMISSION/REINSTATEMENT

Any UMW B.A./B.S. or B.L.S. degree-seeking student who remains enrolled each semester, without interruption, is considered a **continuing student**. The student maintains this status by completing Advance Registration each semester through the Office of the Registrar. Students with cumulative GPA's of **at least 2.0** who interrupt their enrollment for only one or two consecutive semesters are still considered degree-seeking students.

Readmission. Students who discontinue attendance for three consecutive semesters or more (including a semester in which the student withdrew from the University) are no longer considered to be in a degree program at the University. Students who wish to return to study must reapply for admission. If a student's last cumulative GPA was a 2.0 or better they begin the readmission process in the Office of Admissions. If a student's last cumulative GPA was less than 2.00, they must begin the readmission process through the Committee on Academic Standing. If the committee approves their readmission, they will continue the process by following the readmission process outlined below.

Students seeking such readmission must submit transcripts of any academic work completed while not in attendance at the University of Mary Washington for evaluation and consideration of transfer credit. Previously earned UMW credits will also be reviewed for possible application to the current curriculum. Further, students who are readmitted must follow the graduation requirements and major requirements of the ***Catalog*** in force at the time of their readmission.

An undergraduate student who is seeking readmission to the University may choose to have all University of Mary Washington coursework that is at least seven academic years old not counted in the calculation of the GPA by declaring Academic Bankruptcy. A student who chooses this option receives

credit for courses in which a grade of at least "C" was earned; the grades for such courses, however, are not included in the computation of the GPA. The decision to declare Academic Bankruptcy must be made at the time of re-enrollment and can be claimed no more than once in a student's career at the University.

Students who have completed a B.A., B.S., or B.L.S. degree who are continuing their enrollment to complete a second **major** or to complete requirements for teacher licensure do not need to reapply for admission. However, students who are resuming attendance after completing one degree to complete a second **degree** must seek admission to the second degree program through the Office of Admissions.

Reinstatement. Students who fall into any one of the following categories are not considered degree-seeking students and are not eligible to return to the University through the readmission process described above. Instead, they must be reinstated by the Committee on Academic Standing.

1. Students **on academic probation** who voluntarily withdrew from the University during **any previous** semester.
2. Students **on academic suspension**.
3. Students who have previously been required to serve a period of **suspension and who have never subsequently returned** to the University.
4. Students with an UMW cumulative grade-point average **below 2.0** who have voluntarily interrupted their enrollment for **one or more semesters**.

TRANSFER COURSES AFTER MATRICULATION

Students admitted to degree programs at Mary Washington may use courses taken at other colleges and universities to meet Mary Washington degree requirements by obtaining prior approval from the Office of the Registrar. All courses must be approved in advance for transfer credit. Courses to be counted in the major program must also be approved by the student's major advisor, who helps the student select coursework related to major requirements at Mary Washington. Pre-approved transfer credit will be applied to an UMW degree only if the Office of the Registrar receives an official transcript of that coursework by the University's final deadline.

STUDY ABROAD

Any currently enrolled student with at least 12 accumulated UMW credits and a 2.0 GPA may make study abroad part of their academic program. Students may enroll in programs sponsored by UMW, other American universities, or apply directly to foreign institutions. Study abroad coursework and internships may be used to fulfill degree and major requirements. The procedure for transferring credits earned on study abroad programs is different than transferring credits earned at U.S. institutions. Preparations

must be made well in advance and include the guidance the Office of International Academic Services and the student's academic advisor(s).

ACADEMIC RECORDS

The University maintains an official academic record in the Office of the Registrar for each student. This record contains all completed coursework, grades, grade-point averages, and notes on the student's academic status. Access to academic records is allowed in accordance with the Family Educational Rights and Privacy Act as amended in 1974. Procedures for student access to the academic record are published annually in the *Student Handbook.*

COMMENCEMENT

The date for the degree awarded is the conclusion of the summer, fall or spring terms in which all the degree requirements were completed. The student is cleared for the degree award and the degree is posted on the official transcript at the conclusion of the summer, fall or spring terms in which all degree requirements were completed and all other obligations to the university have been met. Diplomas are awarded only at a ceremony at the conclusion of the spring semester each year to those students who have completed all degree requirements and fulfilled all obligations to the university that spring or during the previous summer session or fall semester. Students submit degree applications during the second semester of the junior year. Participation in Commencement exercises is limited to those official degree candidates who have completed all degree requirements and met all obligations to the university.

RECOGNITION OF STUDENT ACHIEVEMENT

Student achievement is recognized by the University of Mary Washington in several ways. At the end of each semester, the University publishes The President's List and The Dean's List of Honor Students. Outstanding student achievement is also acknowledged at Commencement with a variety of honors and awards, and other recognitions are presented at annual Convocation ceremonies. In addition, most academic departments sponsor University chapters of national honor societies which recognize student achievement in specific disciplines. These academic discipline honor societies and their criteria for election to membership are published annually in the *Student Handbook.*

THE PRESIDENT'S LIST

At the close of a semester's grading period, each degree-seeking student who has completed at least twelve credits of coursework on which grade

points can be computed and attained a grade-point average of 4.00 on that work earns a place on the President's List of Honor Students for the semester.

THE DEAN'S LIST

At the close of a semester's grading period, each degree-seeking student who has completed at least twelve credits of coursework on which grade points can be computed and attained a grade-point average of 3.50 to 3.99 on that work earns a place on the Dean's List of Honor Students for the semester.

DEPARTMENTAL HONORS

Students may earn graduation honors in their major subjects. Each department establishes its own requirements for honors projects or theses. During the junior year, interested students should consult with the chair of the major department for details. Awards of departmental honors are announced at Commencement.

ACADEMIC DISTINCTION

The University recognizes the academic achievement of graduating bachelor's degree students who have earned at least 60 resident credits through the awards of Cum Laude (3.25-3.49 cumulative grade-point average), Magna Cum Laude (3.50-3.74 grade-point average), and Summa Cum Laude (3.75-4.00 grade-point average). The University recognizes the academic achievement of all graduating bachelor's degree students who have earned at least 30 but fewer than 60 resident credits through the awards of With Distinction (3.30-3.74 grade-point average) and With Highest Distinction (3.75-4.00 grade-point average). Students eligible for one set of awards are ineligible for the other set. These awards are based solely on the student's grade-point average at the University of Mary Washington, and the requisite hours include only those UMW credits for which grade points can be computed.

COLGATE W. DARDEN, JR. AWARD

Established in 1960, this award honors Colgate W. Darden, Jr., President of the University of Virginia from 1947 to 1959. It consists of a medal designed by Gaetano Cecere, formerly of the Department of Art, and a cash award. It is presented to the senior having the highest University of Mary Washington grade-point average. To be eligible, a student must have earned at least 94 UMW credits on which grade points can be computed.

PHI BETA KAPPA

The oldest and most prestigious of national academic honor societies, Phi Beta Kappa recognizes the superior achievement of juniors and seniors in the

pursuit of a liberal education. With only some 300 approved Phi Beta Kappa chapters nationwide, the installation of the University of Mary Washington's Kappa of Virginia chapter in 1971 attests to the quality of the University as well as of its students, who are elected to membership by the Phi Beta Kappa faculty members and alumni who constitute the present Kappa of Virginia chapter.

MORTAR BOARD

Mortar Board is the national senior honorary recognizing those students who combine outstanding records of scholarship, leadership, and service. Founded as a women's honorary in 1918, it has been open to both men and women since 1976.

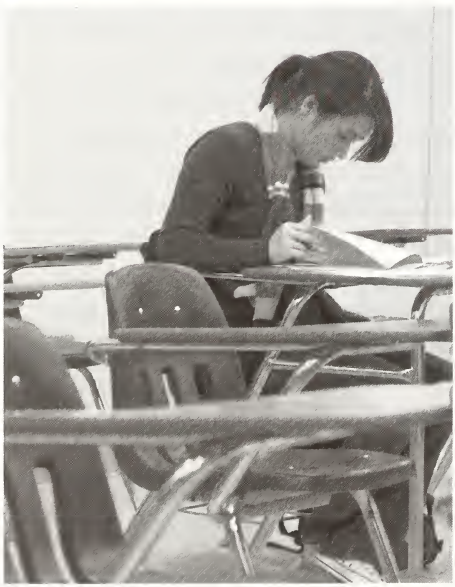
WHO'S WHO AMONG STUDENTS IN AMERICAN COLLEGES AND UNIVERSITIES

Senior selection to Who's Who is based on scholarship, leadership, community activities, citizenship, and service to the University.

TAKING GRADUATE COURSES AS AN UNDERGRADUATE

An undergraduate student with 18 or fewer hours of coursework remaining for degree completion may take up to six hours of graduate credit beyond the undergraduate degree requirements. Such graduate credit may be counted toward a master's degree at the University, but will not be used to fulfill undergraduate degree requirements. The student must have a minimum 3.0 cumulative grade point average and must receive permission from his/her academic advisor and the Associate Vice President for Academic Affairs.

The University also offers **Accelerated Degree Programs** in which undergraduate and graduate degrees have a maximum of four common 3-credit classes (12 hours). These credits are offered at the graduate level, and may be taken by students who apply for and are conditionally admitted to the graduate program during their undergraduate studies. The hours may count toward both the undergraduate and graduate degrees if formal admission to the graduate degree program is received within five years of the award of the undergraduate degree. All graduate hours applied to the undergraduate degree will count in the undergraduate grade point average.



COURSES OF STUDY

UNDERGRADUATE COURSES OF STUDY

Mary Washington, through its twenty-two academic departments on the Fredericksburg campus, offers twenty-nine undergraduate majors. Some departments also offer special concentrations within the major, such as Latin within the classics, and special majors are possible through application to the Curriculum Committee. In addition, some programs (such as Computer Science and education) offer accelerated degree programs leading to both an undergraduate degree and a Masters.

Courses numbered 100 through 199 are ordinarily elementary or introductory. Courses numbered 200 through 299 may assume prior study or competence in the subject, acquired in secondary school or in college. Courses numbered 300 through 498 assume either previous course work or special competence in the field. Courses numbered 499 are internships. Individual study courses offer learning opportunities in areas or subjects not covered by regular courses. Courses numbered 500 and above are for graduate students.

No course may be taken for credit that is a prerequisite for, or introductory to, a course already completed successfully. Prerequisites are listed with the course descriptions found in this *Catalog*, and are also indicated in the online schedule of courses. Students are responsible for checking prerequisites course before registering.

The following pages of this section of the *Catalog* describe the courses and programs in liberal arts and sciences offered on the Fredericksburg campus. There is one other undergraduate program, the Bachelor of Professional Studies, which is offered only on the Stafford campus of the University of Mary Washington. Details about that program may be found in the separate academic catalog for the College of Graduate and Professional Studies.

AMERICAN STUDIES

Department of History and American Studies

Arthur L. Tracy, *Program Director, Career Advisor*
William B. Crawley, Jr., *Career Advisor*

The American Studies Program allows students to choose one of three options in the exploration of American culture. All three options require majors to take eight core courses (24 credits) which range broadly from the colonial to the modern era with the aim of identifying major cultural traits and trends, exploring behavior and beliefs, and interpreting the meaning of the American experience. Beyond the core courses, students complete five courses (15 hours) in related academic disciplines:

Option 1, General Studies, allows majors to explore broad trends in American culture and society from an extensive list of humanities and social science courses.

Option 2, Human Rights, requires majors to complete a special seminar, AMST 333, and four additional courses from a list of courses related to social justice and human rights.

Option 3, Comparative Studies, allows majors to apply cultural insights gained in a deeper study of Latin America to a comparative assessment of the United States.

The American Studies major has a strong focus on critical reading and writing and is ideal preparation for graduate school, law school, or careers in teaching, journalism, communications, library science, public service, and business.

Requirements for the American Studies Major

Thirty-nine (39) credits: to include History 131 and 132; American Studies 300, 310, 311, 312, 313 and 450. Majors selecting **Option 1** must also take fifteen credits from the Option 1 list of related field courses; majors who select **Option 2** must take AMST 333 and 12 credits from the Option 2 list of related courses; majors who select **Option 3** must take History 361, 362, and nine credits from the Option 3 list of related courses. Under special circumstances HIST 131, 132 may be taken concurrently with the core courses with permission of the Director. The list of related courses for options 1, 2, and 3 is available in the department's office.

American Studies Course Offerings

300 – American Controversies (3)
Prerequisite: major status. Analysis of controversial historical issues from early America to the present, including examination of contemporary social and political controversies.

310 – America at Mid-Century: The Seventeenth Century (3)
Prerequisite: History 131. Examination of the English inheritance, Indian and white relations, early colonial life and labor, origins of slavery, and Puritanism.

311 – America at Mid-Century: The Eighteenth Century (3)
Prerequisite: History 131. The Great Awakening, evangelical Protestantism, black-Indian-white interaction, class structure, agricultural practices, themes of American identity.

312 – America at Mid-Century: The Nineteenth Century (3)
Prerequisite: History 132. Emergence of industrial capitalism, moral reform movements, slavery, the concept of individualism, Darwinian theory, the family, national character traits.

313 – America at Mid-Century: The Twentieth Century (3)
Prerequisite: History 132. Consumerism, ethnicity, black culture, American capitalism, Cold War, and the shaping of modern culture.

333 – Issues in Human Rights (3)
Analysis and discussion of changing concepts of human rights and the movements that have defended and broadened them.

350 – Topics in American Studies (3)
Exploration of specific topics in American Studies, e.g., "The Impact of Darwin on American Thought"; may be used to meet part of the related field requirements.

450 – Issues in Contemporary America: Senior Seminar (3)
Prerequisite: History 131 and 132, major status or permission of instructor. Examination of selected current issues in American culture. Topics may vary from year to year.

470 – Senior Project: Research (3)
Prerequisite: American Studies 300, junior or senior status. Research in primary sources resulting in a major paper.

491 – Independent Study (3)
Directed individual research on problems in American Studies, as approved by the Director.

499 – Internship (variable credit)
Supervised off-campus experience, developed in consultation with the Director. No credit in the major.

ANTHROPOLOGY

Department of Sociology and Anthropology

Debra J. Schleef, *Chair*
Margaret Huber, *Career Advisor*

Faculty

Distinguished Professor
Margaret Williamson Huber
Associate Professor
E. Eric Gable
Assistant Professor
Jason James

The Anthropology Program

The anthropology major at Mary Washington concentrates on cultural anthropology--ethnography, theory, and practice. Anthropology courses study the varieties of human culture, both ancient and contemporary; discuss the methods of cultural anthropologists and archaeologists; and present the theories that have been advanced to explain cultural similarities and diversity. Besides making students aware of the extent and impress of human cultural achievement, courses offer opportunities for doing first-hand research in the community of Fredericksburg and, for those interested, elsewhere in the world as well. We also work closely with colleagues in the Department of Historic Preservation to train students interested in archaeology.

Anthropology provides an excellent background for careers in many governmental and private-sector organizations as well as museum work, publishing and journalism, advertising and market research, international business, human resources, film, contract archaeology, primary or secondary education, and third-world development, as well as for graduate work in anthropology or related fields.

Requirements for Anthropology Major

Thirty (30) credits, including 101, 200 and 203 (co-requisite courses), and 480, 481; 15 elective credits in anthropology, which may include Anthropology 491, 492: Independent Study but not Anthropology 499: Internship. At least one of these electives must be a course designated FR, meaning that the course has a significant assignment that requires the student to conduct ethnographic field research for its completion. These courses include Anthropology 317, 322, 371H (Anthropology of Food), 401, and 491, 492 (with approval of the instructor); and Sociology 365. Up to six credits of upper-level sociology courses, excluding 491, 492, and 499, may be substituted for upper-level anthropology courses.

Anthropology Course Offerings

101 – Introduction to Cultural and Social Anthropology (3)
Introduces the student to non-Western cultures, and examines fundamentals such as ritual, myth, exchange, production, law, kinship, and marriage within those cultures; discusses methods and theories pertinent to the material.

200 – Ethnography (3)
Co-requisite: Anthropology 203. An exploration of the method of anthropological fieldwork and the discursive style of presenting anthropological materials. A practical and theoretical introduction to the discipline of cultural anthropology.

203 – Theories of culture (3)
Co-requisite: Anthropology 200. Examines theories in cultural anthropology, including structuralism and post-structuralism, but with an emphasis on American contributions to the concept of culture and on its relevance to the collecting and representation of ethnographic data.

215 – Pre-Columbian Mesoamerica (3)
Precontact cultures of Mexico, Guatemala, Honduras, El Salvador, and Belize, from early archaeological sites until the Spanish conquest. Concentration on the "high civilizations" of Olmec, Maya, Teotihuacán, Toltec, and Aztec. Examination of archaeological methods, models, and problems in Mesoamerica.

271 – Special Studies in Ethnography (3)
Recommended: Anthropology 101 or 200. Concentrates on one culture area not otherwise covered in the curriculum, and related theoretical concerns. Choice of area reflects both student and instructor interests.

302 – The Anthropology of "Race" (3)
Explores why current vernacular understandings of "race" and scientific understandings of "race" diverge so dramatically. Looks at the long history of scientific (mis)understandings of human biological diversity. Interrogates why racialist thinking has been a fundamental component of a western cultural world view.

312 – The Anthropology of Gender (3)
Prerequisite: Anthropology 101 or 200 or permission of the instructor. The

anthropological approach to gender: cultural definition and social status of female and male; other genders; theories of gender definition and gender hierarchy.

316 – Political Anthropology (3)
Prerequisite: Anthropology 101 or Anthropology 200 or permission of the instructor. A survey of the anthropological contribution to a comparative political science. Focuses on political structures and conflicts in non-western non-state societies. Includes an overview of anthropological studies of nationalism, colonialism, and post-colonial political processes.

317 – Gifts and Commodities (3)
Prerequisite: Anthropology 101 or 200 or permission of the instructor. Nature of non-western economies: production, division of labor, exchange and ceremonial exchange, debt, hierarchy. Impact of globalisation and capitalist economic structure on such economies.

318 – Anthropology of Religion (3)
Prerequisite: Anthropology 101 or 200 or permission of the instructor. Anthropological study of religious ideas and practices of selected non-Western peoples: sacred and profane, spiritual law, morality; sacrifice, shamanism, divination, and prayer; millenarianism and conservatism. Focus on the similarities between non-western religions and so-called world religions; impact of the missionary presence in non-western societies.

322 – Symbolic Anthropology (3)
Prerequisite: Anthropology 101 or 200 or permission of the instructor. The interpretation of symbols as found in rituals, myths, and everyday life in both western and non-western cultures.

341 – Practices of Memory (3)
Prerequisite: Anthropology 101 or 200 or permission of the instructor. Collective memory, or a shared understanding of the past, plays a vital role in group identity and in the way present events are understood. But memories are made in the present, and they are always selective. Indeed, remembering always involves forgetting. What is remembered and forgotten can be extremely important: the stories we tell about our past, the events we commemorate, the museum exhibits we visit, the films we produce and watch, and the monuments we build all play a significant role in defining our identity by shaping how we view the past. For this very reason representations of the past are a source of political power and often become the focus of conflict. In this course we will examine the concept of collective memory, consider the ways different groups construct representations of the past in different contexts, and explore conflicts over remembering.

342 – Touring Cultures (3)
Prerequisite: Anthropology 101 or 200 or permission of the instructor. In this course we will explore "touring cultures" - cultures of tourists and tourism, as well as the cultures of those toured and the effects of tourism on them. Tourism is one of the largest and fastest growing industries in the world today, but also represents a specific form of experience and a culture unto itself that some authors have compared to religious pilgrimage. We will examine interactions between tourists, local residents, and institutions; and the ways people, places, and historic periods are produced and packaged for consumption by tourists. Other topics will include the connections between tourism and issues of leisure and consumption, globalization, class and ethnic identities, authentic vs. manufactured experiences, and sex tourism. We will also examine the increasing dependence of many communities on tourist dollars for their livelihood and how this affects those communities.

343 – Culture and Identity in Europe (3)
Prerequisite: Anthropology 101 or 200 or permission of the instructor. The economic and political integration of Europe has been justified by the idea of a common European cultural heritage or "civilization." Yet efforts by European Union officials to create a European identity have proven only marginally successful. Most Europeans still see themselves first and foremost as members of local, regional, and national communities. In this course we will read and discuss a range of ethnographic texts to consider changing cultural forms in Europe as well as identities focused on class, gender, ethnicity, and race. We will also examine attempts to define the boundaries of Europe, European citizenship, and European culture - attempts made all the more significant and complex by immigration and cultural diversity as well as the ambiguity of "Europe" and "European."

401—The Anthropology of Globalization (3)
Prerequisite: Anthropology 101 or Anthropology 200 or permission of the instructor. This course focuses on the complex entanglements that occur as people migrate

and as cultural materials (e.g., movies and television) and cultural formats (e.g., the bureaucratic protocols of "technoscience" or of international relief organizations) produced in one place are consumed and modified in another. A central theme is how to theorize "culture" and "society" in the context of global flows of people and ideas.

371 – Special Topics in Anthropology (3)
Prerequisite: Anthropology 101 or Anthropology 200 or permission of the instructor. Concentrates on an important anthropological topic not otherwise covered in the curriculum; comprehensive readings and discussion. Choice of topic reflects both student and instructor interests.

480 – Senior Research (3)
Prerequisites: Anthropology major with senior standing; Anthropology 200, 203. Independent research, guided by the instructor, on a topic of the student's choice in preparation for writing the senior thesis in the second semester.

481 – Senior Thesis (3)
Prerequisites: Anthropology major with senior standing; Anthropology 200, 203, 480. Under the direction of one of the anthropology faculty, students write a 30-35 page thesis based on the research undertaken during the first semester in ANTH 480.

491, 492 – Individual Study and Research (Credits variable)
Prerequisite: Permission of the instructor. Individual work under the guidance of the instructor. At the wish of the student and with the approval of the instructor, either course may be designated "field-research intensive."

499 – Internship (Credits variable)
Prerequisite: Permission of the instructor. Supervised off-campus experience developed in consultation with the instructor. Up to six anthropology credits may be counted in the anthropology concentration. Cannot be counted in the major program.

ARABIC

Department of Modern Foreign Languages

Leonard R. Koos, *Chair*

Faculty

Assistant Professor
Ian Campbell

Instruction in Arabic

The Arabic language is a key element for understanding a group of 22 nations and 200 million native Arabic speakers. There are also over one billion Muslims who use Arabic as their liturgical language. The UMW Arabic program offers courses in beginning, intermediate, and advanced Arabic language. Students can complement their study of the Arabic language with related courses in geography, history, international affairs, linguistics, religion, and political science, as well as Arabic literature in translation. In addition, the Arabic program at UMW offers summer study abroad opportunities in Fez, Morocco. Students can spend six weeks studying intensive Arabic in this beautiful historic city while living with Moroccan families, and gain credit for an entire year's worth of Arabic (6 credits) through this program. The program is open to students in first, second, or third-year Arabic, as well as for more advanced study of standard Arabic or study of the Moroccan dialect.

**For information regarding general education language requirements, please see page 45 in this Catalog.*

Arabic Course Offerings

101, 102 – Beginning Arabic (3, 3)
An introduction to Modern Standard Arabic in both its spoken and written form. Equal emphasis on all five skill areas: speaking, listening, reading, writing and culture. Required sessions in the language laboratory.

201, 202 – Intermediate Arabic (3, 3)
The second year of instruction in Modern Standard Arabic in both its spoken and written form. Equal emphasis on all four skill areas: speaking, listening, reading, writing and culture. Required sessions in the language laboratory.

301, 302 – Advanced Arabic (3, 3)
The third year of instruction in Modern Standard Arabic in both its spoken and written form. Equal emphasis on all four skill areas: speaking, listening, reading, writing and culture. Required sessions in the language laboratory.

351 – Classical Arabic Literature in Translation (3)
A survey of the major periods and modes of classical Arabic literature from the pre-Islamic to late ʿAbbāsid periods. All readings in English translation. Course emphasizes integration of scholarly analysis into readings of literature. Multiple oral presentations required as well as final paper.

352 – Modern Arabic Literature in Translation (3)
A survey of the major periods and modes of modern Arabic literature of the 20th century. All readings in English translation. Course emphasizes integration of scholarly analysis into readings of literature. Multiple short papers required as well as final paper.

401, 402 – Fourth-Year Arabic (3, 3)
The fourth year of instruction in Modern Standard Arabic in both its spoken and written form. Equal emphasis on all four skill areas: speaking, listening, reading, writing and culture. Required sessions in the language laboratory.

491, 492 – Independent Study Arabic (3, 3)
Students may undertake further independent study in Arabic with the permission of the instructor

ART AND ART HISTORY

Department of Art and Art History

JeanAnn Dabb, *Chair*
Marjorie Och, *Career Advisor, Art History*
Lorene Nickel, *Career Advisor, Studio Art*

Faculty

Distinguished Professor
Joseph Di Bella

Professors
Joseph Dreiss
Steve Griffin
Lorene Nickel

Associate Professors
JeanAnn Dabb
Carole Garmon
Marjorie Och

Programs in Art

The department offers two distinct but interrelated majors – art history and studio art. The Art History major provides the background for a life-long appreciation of art and the intellectual framework for conducting research in art history. The Studio Art major challenges the student to address theory and technique in the making of art. With a collection of over 80,000 slides, a subscription to ARTstor digital database, lecture rooms with sophisticated equipment, a darkroom, studios with skylights, and a computer imaging and multimedia laboratory, the department is fully equipped to serve both majors.

The Art History major explores in chronological sequence the span of Western art within its cultural, philosophical, and historical contexts. Special courses on styles, issues, and individuals in Western and non-Western art give a broad overview of the complexity of artistic expressions. Proximity to Washington, D.C., Richmond, Baltimore, and New York City, give students first-hand experiences of art works. Visiting scholars and artists offer students important networking opportunities, as well as lectures on recent developments in the field. In the internship program, students gain valuable experience and career contacts by working in museums and art institutions in the Washington, D.C. and Richmond areas, and beyond.

The Studio Art major teaches technical skills, increases aesthetic sensibilities, and advances the student's individual development primarily in the areas of ceramics, drawing, painting, photography, print media (printmaking, photography, and digital

imaging), and sculpture/time-based media (performance, video and animation.) Upper-level students are encouraged to explore personal approaches and technical skills specific to their area of interest. Studies for the advanced student focus on conceptual approaches to artistic problems.

Internships are also available and offer students professional experience outside the classroom. The Studio Art majors culminate their studies with the capstone course, ARTS 474: Professional Practices in Studio Art and an exhibit in duPont Gallery or by submission of a senior portfolio.

The University Galleries present art exhibitions and events of interest to the University community. Students gain valuable experience in the Galleries as catalogers, researchers, administrative assistants, and exhibition installers.

Requirements for the Art History Major

Thirty-nine (39) credits to include Art History 114, 115, and 303; and thirty additional credits in Art History, including at least one 400-level seminar course (Art History 460 or 470) and one course from each of the following chronological periods: Ancient, Medieval, Renaissance, Baroque, and Modern.

Requirements for the Studio Art Major

Thirty-nine (39) credits to include Studio Art 104, 105 (or portfolio exemption), 120, and Art History 114, 115 and 3 credits in Art History at the 200-level or above. An additional twenty-one credits in Studio Art includes at least six credits at the 200-level, twelve credits at the 300-level or above and Studio Art 474: Professional Practices in Studio Art. Studio majors are required to participate in the major assessment and senior exhibition/senior portfolio.

Art History Course Offerings

114 – History of Western Art I (3)
A survey of Western architecture, painting, and sculpture from the Prehistoric period to the late Gothic.

115 – History of Western Art II (3)
A survey of Western architecture, painting, and sculpture from proto-Renaissance to the present.

260 – Topics in Art History (3–6)
Prerequisite: Art History 114 or 115. Explores significant figures, styles, movements, and topics in Western art. Does not fulfill an area requirement but can count as elective credit in the major.

270 – Topics in Non-Western and Non-Eurocentric Art (3)
Prerequisite: Art History 114 or 115. Majormonuments of architecture, sculpture, andpainting of non-Western and/or non-Eurocentric cultural contexts are explored, as specified by the topic title. Previous topics have included: Asian art, African art, Islamic art, and Pre- Columbian and Latin American art.

303 – Methods of Art History (3)
Prerequisite: Sophomore Art History majors. Permission of department chair and instructor required. Introduces philosophies of art historical methodologies and principles and examines the historic development of the discipline.

305 – Egyptian and Near Eastern Art and Archaeology (3)
(also taught alternately as CLAS 305)
Prerequisite: Art History 114. Using the methodologies developed by archaeologists and art historians, this course examines the artistic and architectural traditions of Egypt and the Near East from the prehistoric through the Greco-Roman periods.

310 – Greek Art (3)
Prerequisite: Art History 114. Focuses on the development of Greek art from the early Iron Age through the Geometric, Archaic, Classical, and Hellenistic periods.

311 – Roman Art (3)
Prerequisite: Art History 114. A review of the major developments in Roman art and architecture from the Italo-Etruscan period to the end of the Roman Empire. Special attention is devoted to the topography and major monuments of the ancient city of Rome.

315 – Art Museum Studies (3)
Prerequisites: Art History 114 and 115, advanced standing in Studio Art or Art History, or permission of instructor. Examines the art museum and its role, including: developing and managing collections and exhibits; interpretation and museum education for diverse audiences; funding; governance; and ethics and values. Case studies, field trips, practice, and readings included. Does not satisfy the Art History requirement for the Studio Art major, but Art History majors may count three credits as an elective course.

325 – Early Christian, Byzantine, and Early Medieval Art (3)
Prerequisite: Art History 114. This course traces the development of art and architecture from the beginnings of the Christian tradition through the Byzantine, Hiberno-Saxon, Carolingian, and Ottonian periods. Focus is placed on the major monuments from these periods and the related issues of patronage, culture, and liturgy that influenced their creation.

326 – Romanesque and Gothic Art (3)
Prerequisite: Art History 114. A survey of the visual arts of western Europe from the eleventh through the fifteenth centuries. The works of architecture, sculpture, and painting are studied with attention to the social, religious, and intellectual frameworks of the societies that produced them. Special emphasis is given to the monastic tradition, pilgrimage and relic cults, and the urban cathedral.

330 – Northern European Art, 1400 to 1600 (3)
Prerequisite: Art History 115. An introduction to the artistic traditions of northern Europe through a focus on such artists as Jan van Eyck, Rogier van der Weyden, Bosch, Dürer, and Bruegel. The relations between patron and image are of particular interest, as are the connections between northern and southern European art during this period.

331 – Early Italian Renaissance (3)
Prerequisite: Art History 115. A survey of the painting, sculpture, and architecture of Italy from about 1300 to 1475. All major figures, including Giotto, Ghiberti, Donatello, and Botticelli are considered. Works are examined in terms of setting, patronage, and cultural context in addition to questions of style and meaning. Of particular interest is the relationship between artistic expression and the personalities and institutions of the city of Florence.

332 – High Renaissance and Mannerism (3)
Prerequisite: Art History 115. A survey of the painting, sculpture, and architecture of Italy from about 1475 to 1600. Among the High Renaissance artists considered are Leonardo da Vinci, Michelangelo, Raphael, and Titian. Of special consideration is the nature of the Papacy as a patron of the arts and the city of Rome as a context for artistic activity. The course also considers the reasons for the dissolution of the classical tradition during this time by artists such as Pontormo, Parmigianino, and Giulio Romano.

340 – Northern Baroque Art (3)
Prerequisite: Art History 115. Examines the major works of northern European art from the late sixteenth century until around 1700. Issues covered include the influence of antiquity, contacts with Italy, patronage of royal courts as well as the new "middle class," and the role of religion. Selected works by Rubens, Van Dyck, Rembrandt, Vermeer, Poussin, and others are studied from a variety of interpretative points of view including iconography, style, technique, social and economic circumstances, and the relationship of the visual arts to other cultural productions such as literature and music.

341 – Italian and Spanish Baroque Art (3)
Prerequisite: Art History 115. Examines the major works of Italian and Spanish art from the late sixteenth century until around 1700, with some attention paid to Islamic influences in Spain as well as influences from the arts of the "New World". Selected works by Caravaggio, Bernini, Borromini, Velazquez, Zurbaran, and others are studied from a variety of interpretative points of view including iconography, style, technique, social and economic circumstances, and the relationship of the visual arts to other cultural productions such as literature and music.

350 – Neoclassicism to Impressionism (3)
Prerequisite: Art History 115. Focuses on the periods of Neoclassicism, Realism, and Impressionism in painting and sculpture in Europe, with emphasis on French art.

351 – Post-Impressionism to Abstract Expressionism (3)
Prerequisite: Art History 115. Focuses on the periods of Post-Impressionism to Abstract Expressionism in painting and sculpture.

352 – American Art (3)
Prerequisite: Art History 115. A survey of American painting and sculpture with emphasis on the nineteenth and twentieth centuries.

355 – Modern Architecture (3)
Prerequisite: Art History 115. A chronological survey of twentieth-century architecture that focuses on the most noted architects and their work, as well as the revolutionary building technologies and aesthetic theories that made such architecture possible.

450 – Topics in Art and Art History (3)
Prerequisites: Art History 114 or 115 and Studio

Art 105; or permission of instructor. Offerings such as "Mosaics: History and Techniques," that bridge traditional boundaries between Art History and Studio Art.

460 – Seminar: Women and Western Art (3)
Prerequisites: Art History 114, 115, 303, and permission of instructor. Examines the roles women have played in the visual arts in Western traditions, as well as the literature by and about these women. Focus is on the work of women artists, the commissions of women patrons, the responses of audiences to these works, meanings placed on the feminine form, and the work of male artists which has as its subject the female form. Also looks at contemporary issues to examine the role of feminist art as an art which critiques and creates society.

470 – Seminar: Special Studies in Art History (3)
Prerequisites: Art History 114, 115, 303, and permission of instructor. For Art History majors and other qualified students. Concentration, in seminar format, is on an individual artist, specific problem, limited time period, or theme.

491, 492 – Individual Study in Art History (3, 3)
Prerequisites: Art History 114, 115, at least three Art History courses in three different chronological periods, and permission of department chair and instructor. For Art History majors only. Includes a faculty-approved research project, oral presentation, and major paper. Vehicle for those seeking honors in Art History. Available on a competitive basis.

499 – Internship (Credits variable)
Supervised off-campus experience developed in consultation with the Art History faculty. May not be used to satisfy the Art History 400-level research course requirement. A maximum of three credits may count toward the major requirements.

Studio Art Course Offerings

104 – Digital Approaches to Fine Art (3)
This course introduces basic tools and techniques of computer-generated art in the context of studio art theory and practice.

105 – Design Principles (3)
Basic study of design elements and their use in the organization and construction of visual communication in both two and three dimensions. Introduction to basic writing and speaking skills.

120 – Drawing I (3)
Introduction to the principles of traditional and experimental drawing practice in diverse media. Reading, writing, research and speaking assignments accompany studio activity.

220 – Intermediate Drawing (3)
Pre-requisite: Studio Art 120 or permission of instructor. Advanced problems in drawing practice with emphasis on the relationship of perceptual, conceptual and media aspects. Reading, writing, research and speaking assignments accompany studio activity.

223 – Ceramics I (3)
Pre-requisite: Studio Art 105 or permission of instructor. Introduction to clay and the processes of hand building and wheel throwing. Studio procedures include clay making, glaze preparation and application, and a variety of firing methods. Reading, writing, research and speaking assignments accompany studio activity.

224 – Printmaking I (3)
Prerequisite: Studio Art 120 or permission of instructor. Introduction to the principles and techniques of monotype, relief printing (both woodcut and collagraph) and dry point intaglio. Course uses non-toxic, water-soluble materials. Reading, writing, research and speaking assignments accompany studio activity.

225 – Color Theory (3)
Prerequisite: Studio Art 105 or permission of instructor. The study of color as it relates to visual perception, artistic expression, and structure; the theories of Munsell, Itten, Goethe, and others are used as tools. Reading, writing, research and speaking assignments accompany studio activity.

231 – Sculpture I (3)
Prerequisite: Studio Art 105 or permission of instructor. Basic techniques of construction are introduced, focusing on additive and subtractive approaches to form. Fundamentals of creative problem solving are covered, as well as an introduction to studio procedures and the use of power tools and machinery. Reading, writing, research and speaking assignments accompany studio activity.

241 – Photography I (3)
Prerequisite: Studio Art 105 or permission of instructor. Offers a practical introduction to 35mm film cameras and basic darkroom techniques for printing black-and-white photographs. Study of the history of photography, along with contemporary

directions in both silver-based and digital photography is included. Reading, writing, research and speaking assignments accompany studio activity.

242 – Painting I (3)
Prerequisite: Studio Art 120 or permission of instructor. Introduction to the principles of traditional and experimental painting practice primarily in oil and acrylic paints. Reading, writing, research and speaking assignments accompany studio activity.

263 – Textile Design (3)
Prerequisite: Studio Art 105 or permission of instructor. Introduction to the creation of fiber structures using a variety of processes including weaving, needle arts, embroidery, basketry, and quilting. Traditional and non-traditional materials are incorporated with an emphasis on broad experimentation. Reading, writing, research and speaking assignments accompany studio activity.

281 – Topics in Studio Art (3–6)
Prerequisite: Permission of instructor. Offers special topics in the theory and practice of making art. Does not fulfill an area requirement but can count as elective credit in the major.

311– Ceramics II (3)
Prerequisite: Studio Art 223 or permission of instructor. Further exploration of wheel-thrown and hand-built forms with an emphasis on developing technical sophistication and personal direction. Introduces the use of porcelain and earthenware (in addition to stoneware), as well as broad experimentation with glazing and firing. Reading, writing, research and speaking assignments accompany studio activity.

313 – Life Drawing (3)
Prerequisite: Studio Art 220 or permission of instructor. Focuses on comprehensive linear and painterly drawing techniques using the human figure. Emphasis ranges from traditional proportion and composition to experimental and personal interpretations of the figure. Reading, writing, research and speaking assignments accompany studio activity.

324 – Printmaking II (3)
Prerequisite: Studio Art 224 or permission of instructor. This course expands on techniques learned in Printmaking I. Other printmaking processes will be discussed along with historical aspects of printmaking and contemporary work in a variety of print media. Course uses non-toxic, water-soluble materials and concentrates on multiple color printing and editions. Reading, writing, research and speaking assignments accompany studio activity.

331– Sculpture II (3)
Prerequisite: Studio Art 231 or permission of instructor. Conceptual approach to space and form is explored through a broad range of media. Performance, installation, and site-specific works employing found objects, constructed objects, sound, movement, etc., are introduced. Focus is on development of individual creative ideas and approaches to sculpture as a visual language. This is a writing and speaking intensive course designed to promote recognition, formulation and articulation of concepts and perceptions about sculpture and extended media.

343 – Painting II (3)
Prerequisite: Studio Art 242 or permission of instructor. Advanced problems in oil or acrylic painting practice including technical exploration in other painting media. This is a writing and speaking intensive course designed to promote recognition, formulation and articulation of concepts and perceptions about painting. Emphasis is on individual technical and conceptual development broadened by readings and research.

350 – Photography II (3)
Prerequisite: Studio Art 241 or permission of instructor. Course expands upon traditional darkroom techniques and concepts learned in Photography I. A variety of processes such as gum printing and emulsion transfer are explored. Examines contemporary concepts and techniques in photography as a fine art. Reading, writing, research and speaking assignments accompany studio activity.

361, 362 – Experimental Watercolor (3, 3)
Prerequisite: One year of drawing or permission of instructor. Problems and techniques in traditional and non-traditional approaches to the medium of watercolor and related water media are explored. Does not fulfill the painting requirement in the major but can count as elective credit.
Note: Studio Art 362 can be taken before Studio Art 361, and both can be taken for credit.

450 – Topics in Art and Art History (3)
Prerequisite: Studio Art 105 and Art History 114 or 115, or permission of instructor. Offers topics that bridge traditional boundaries between Art History and Studio Art.

454 – Approaches to Video Art (3)
Prerequisite: Studio Art 105 and Art History 114 or 115. A comprehensive look at the development of video and other time-based media as valid art forms in contemporary art; explores the formal development, content, and format of various multi-media art forms.

470 – Special Studies in Studio Art (3)
Prerequisite: Must have completed at least one 300-level course. Provides a study of a specific area in Studio Art. Topic is selected by faculty in consultation with students. Does not fulfill an area requirement but can count as elective credit in the major.

474 – Professional Practices in Studio Art (3)
Prerequisite: Must have completed at least two 300-level studio art courses. Senior status preferred. Course addresses contemporary issues in art and professional development as an artist. The course covers: development of a body of work, professional development in speaking and writing, artist resume and statement, artist biography, portfolio preparation, job opportunities, interview practices, graduate school application process, exhibition opportunities, grant funding, artist residencies, and financial accounting.

491, 492 – Individual Study in Studio Art (3, 3)
Prerequisite: Must have completed at least one 300-level studio art course in the medium. Permission of department chair and instructor required. Allows for independent work under the supervision of a member of the Studio Art faculty. Available on a competitive basis. Vehicle for those seeking honors in Studio Art.

499 – Internship (Credits variable)
A supervised off-campus experience developed in consultation with the Studio Art faculty. A maximum of three credits may count toward elective credit in the major.

BIOLOGY

Department of Biological Sciences

Werner Wieland, *Chair*
Lynn O. Lewis, *Career Advisor, Pre Veterinary*
Kathryn E. Loesser-Casey, *Career Advisor, Pre Medical/Dental,*
Deborah A. O'Dell, *Career Advisor, Pre Physical/Occupational Therapy*
Alan B. Griffith, *Career Advisor, Biology*
Michael D. Killian, *Career Advisor, Allied Health*

Faculty

Professors
Rosemary Barra
Stephen W. Fuller
Stephen G. Gallik
Joella C. Killian
Lynn O. Lewis
Kathryn E. Loesser-Casey
Werner Wieland

Associate Professors
Deborah A. O'Dell
Andrew Dolby

Assistant Professors
Dianne M. Baker
Alan B. Griffith
David C. Jarrell
Abbie M. Tomba
Deborah L. Zies

Lecturer
Michael D. Killian

The Biology Program

Biology encompasses the study of all living things and their interaction with the environment. The Department faculty is dedicated to providing students with a strong undergraduate education in the fundamental principles of biology, while encouraging and offering opportunities for students to pursue specialized areas of interest.

The biology major prepares students for future careers in basic life sciences research, teaching, medicine, dentistry, and allied health professions. Many graduates pursue advanced degrees in specialized areas such as biochemistry, physiology, immunology, entomology, microbiology, ecology, and environmental engineering.

The biology curriculum is designed to ensure that majors have a balanced background in cell and molecular biology, organismal biology, and population biology. The wide variety of courses offered provides laboratory and field experiences to reinforce

the student's grasp of basic concepts, to develop an appreciation and working knowledge of the scientific method, to teach basic experimental techniques, and to promote further development of quantitative and analytical skills.

These goals are incorporated into laboratory-based courses beginning with the freshman experience in Biological Concepts and extending to more advanced courses in specialized areas.

All of the equipment and facilities in the department are available for student use. Collections of microscope slides, vertebrate and invertebrate specimens and an herbarium are available to enhance learning. The department also maintains a computer pod, with specialized software available for use in specific courses where data analysis and presentation are required.

Outstanding junior and senior biology majors have the opportunity to participate in the undergraduate research program. Working with a faculty mentor, the student explores the literature, defines an original research problem, and utilizes the appropriate research and analytical techniques to investigate the problem. On many occasions this work results in presentations at scientific meetings. Research students who meet minimum requirements (3.0 overall GPA and a 3.25 average in biology) may pursue Honors in Biology by writing and defending a thesis on their research project. Financial support for student research is available.

The internship program also offers students an opportunity to gain valuable career related experience. Internship credits do not count towards the biology major, but many biology majors have taken advantage of this program to gain experience and to confirm their career objectives.

Requirements for the Biology Major

Thirty six credits (36) in Biology. These must include, 210, 211, 341, and 451; one course dealing specifically with plants (231, 311, or 312); and one course designated as Field Experience (231, 311, 321, 322, 323, 411, 422, 424, 425, 426, 427, 434, and certain 471 courses).

Biology 121, 122 and Chemistry 111, 112 are prerequisites to Biology 210, 211 and most upper-level courses and should be taken in the student's first year. The core courses of Biology 210, 211, and 341 are also prerequisites for various upper-level courses and should be completed during the second year of study. Biology 210, 211, and 341 must be completed before students register for Biology 451, which can be taken only during the senior year.

All graduating students must participate in the assessment of the major.

Biology Course Offerings

121, 122 – Biological Concepts I, II (4, 4)
An introduction to biological principles and a survey of organisms. Includes discussions of current topics including environmental and ethical issues. Laboratory. Does not count toward biology major.

203 – Science in Perspective (3)
Prerequisites: Biology 121,122; Chem 105, 106; Chem 111, 112; Geol 111, 112; Phys 101, 102; or Phys 105, 106. Designed to fulfill the need for non-science majors to have a clear understanding and appreciation of natural and scientific phenomenon. Topics will be presented in a manner that will challenge students to reason, make appropriate connections between various science disciplines and to effectively communicate and apply scientific principles. The course will consist of lecture/discussions and student presentations. In addition, emphasis will be placed on reading and understanding current scientific literature. Does not count toward biology major

204 – Nutrition (3)
A survey of current information related to human nutritional needs in health and disease, demographic factors, food additives and special diets. Does not count toward biology major.

210 – Introduction to Ecology (3)
Prerequisites: Biology 121, 122 and Chemistry 111, 112. Introduction to ecological principles and the study of interactions of plants, animals, and microbes with each other and with their environment.

211 – Cellular Biology (4)
Prerequisites: Biology 121, 122 and Chemistry 111, 112. Study of cell structure and function. Laboratory.

231 – Botany (4)
Prerequisites: Biology 121, 122. Survey of the organisms traditionally placed in the plant kingdom emphasizing morpho-genetic descriptions, life histories, and evolutionary

relationships. Laboratory.

250 – Bioethics (3)
Prerequisites: Biology 121, 122. Selected topics considered from the standpoint of their biological consequences and ethical implications for man. Does not count toward biology major.

251 – History of Biology (3)
Prerequisites: Biology 121, 122. Chronological development of selected biological theories and their impact on contemporary biology.

271 – Special Topics (2-4)
Prerequisites: Will be determined for each specific course. Courses on particular topics in biology that are of current interest to students and faculty.

301 – Anatomy of the Chordates (4)
Prerequisites: Biology 121, 122. The anatomy of selected Chordates with special emphasis on the Vertebrates. Lecture also examines the evolution of the organ systems of vertebrates. Laboratory. Students may not count both 301 and 384 toward the major.

302 – Developmental Biology (4)
Prerequisite: Biology 341. An examination of the cellular and genetic mechanisms which control the formation of multicellular organisms during reproduction. Experimental laboratory exercises are combined with examination of developmental anatomy. Laboratory.

311 – Plant Ecology (4)
Prerequisite: Biology 210. Ecological principles as applied to plants, including global plant distributions, physiological adaptations, population dynamics, and biodiversity. Laboratory focuses on hypothesis testing and experimental design. Laboratory.

312 – Plant Physiology (4)
Prerequisite: Biology 211. Experimental and theoretical treatment of the functional mechanisms in plants. Laboratory.

321 – Invertebrate Zoology (4)
Prerequisite: Biology 211. Survey of invertebrate phyla emphasizing structural characteristics, life histories, and evolutionary relationships. Laboratory.

322 – Animal Ecology (4)
Prerequisite: Biology 210. Introduction to sample design, population demographics, regulatory mechanisms, and survival strategies of animals. Exercises in data collection, analysis and communication of results. Laboratory.

323 – Entomology (4)
Prerequisite: Biology 211. Introduction to structure, function and ecology of insects. Students prepare insect collections. Laboratory.

331 – Histology (4)
Prerequisite: Biology 211. The anatomy and physiology of vertebrate tissues, with an emphasis on human tissues. Laboratory.

334 – Exercise Physiology (3)
Prerequisite: Biology 211. A study of the physiologic responses of the metabolic, cardiovascular, respiratory, muscular, and skeletal systems to acute and chronic exercise in the human.

341 – General Genetics (4)
Prerequisite: Biology 211. Structure, function, and transmission of genetic material using examples from viruses, bacteria, and eukaryotic organisms. Application of these principles to human inheritance. Laboratory.

351 – Laboratory Techniques (4)
Prerequisite: Biology 341. Introduction to instrumentation used in biological research. The scientific method and experimental design are discussed and used. Laboratory.

363 – Environmental Physiology (4)
Prerequisites: Biology 121, 122 and Chemistry 111, 112. Experimental and theoretical treatment of environmental factors in the physiology of organisms. Laboratory.

364 – Animal Physiology (4)
Prerequisite: Biology 211. A comparative study of physiological systems in animals. Laboratory.

371 – Microbiology (4)
Prerequisites: Biology 121, 122 and Chemistry 111, 112. Emphasis is placed on bacteria, their morphology, physiology, nutrition, and ecology. Laboratory.

372 – Parasitology (4)
Prerequisite: Biology 211. The structure, life histories, and host relationships of invertebrate parasitic forms. Laboratory.

384 – Human Anatomy (4)
Prerequisites: Biology 121, 122. The structure

of the human body at the cell, tissue, organ, and system levels of organization. Laboratory. Students may not count both Biology 301 and Biology 384 toward the major.

385 – Human Physiology (4)
Prerequisites: Biology 211 and 301 or 384. A systematic study of the physiology of the nervous system, circulation, respiration, digestion, kidney function, muscle function, integument system, homeostasis, hormonal control, and reproduction in the human body. Laboratory.

391 – Immunology (4)
Prerequisite: Biology 341. Introduction to the principles and theories of host defense with emphasis on humoral and cell mediated responses. Laboratory.

410 – Neurobiology (4)
Prerequisite: Biology 341. Examines the structure and function of neurons, neural networks and nervous systems. The laboratory includes physiological experimentation and basic human neuroanatomy. Laboratory.

411 – Animal Behavior (4)
Prerequisite: Biology 210. Integrative survey of the biology of animal behavior. Includes observations of animal behavior in laboratory and field settings. Laboratory.

412 – Endocrinology (4)
Prerequisites: Biology 211. A study of the Structure and function of mammalian hormone systems, including the cellular and molecular mechanisms mediating hormone action and control. Laboratory.

422 – Marine Ecology (4)
Prerequisite: Biology 210. A general introduction to the marine environment with emphasis on the biological, chemical, and physical aspects of various marine communities. Laboratory.

424 – Tropical Ecology (4)
Prerequisite: Biology 210. Study of selected tropical ecosystems; exploration of these in a tropical setting; consideration of some problems, uses, and interesting facets of these ecosystems. Field Trip to Puerto Rico or other tropical locality.

425 – Vertebrate Zoology (4)
Prerequisite: Biology 210. A survey of the vertebrates including their natural history, evolution and taxonomy. The student will become familiar with the biological species concept, speciation and nomenclature as they apply to the vertebrates. Laboratory.

426 – Biology of Fishes (4)
Prerequisite: Biology 210. A survey of the fishes, including their anatomy, physiology, natural history, and systematics. The laboratory includes the collection and identification of local species. Each student will be required to develop and complete an independent project. Laboratory.

427 – Ornithology (4)
Prerequisite: Biology 210. Comprehensive survey of the anatomy, physiology, behavior, ecology, and evolution of birds. Laboratory emphasizes field identification and taxonomy of local birds. Laboratory.

430 – Molecular Biology of the Gene (4)
Prerequisite: Biology 341. An examination of the principles and techniques used in the molecular study of genes. Laboratory.

432 – Virology (4)
Prerequisite: Biology 341. The study of viruses and their life cycles; the laboratory emphasizes techniques used specifically in the study of viruses. Laboratory.

434 – Physiological Adaptations (4)
Prerequisites: Biology 210 and 211. A study of the adaptations of physiological systems in animals that have evolved in diverse environments. Laboratory emphasizes hypothesis-testing and experimental design. Laboratory.

440 – Biology of Cancer (3)
Prerequisite: Biology 341. Lectures and discussions focused on various aspects of cancer including epidemiology, cellular and molecular characteristics of cancer cells, carcinogenesis, treatment and prevention.

442 – Evolution (3)
Prerequisite: Biology 341. Lectures and discussion center around modern evolutionary theory and how evolutionary events are measured and documented.

443 - The Biology and Biochemistry of Proteins (3)
Prerequisites: Either Biol 341 and Chem 211 -or- Chem 317. A study of protein science, with an emphasis on the structural biochemistry of proteins and the relationship between protein structure and the cellular function of proteins. Topics also include protein folding and protein bioinformatics.

451 – Seminar (2)
Prerequisites: Biology 210, 211, and 341. Preparation and presentation of an oral report on a topic in the biological sciences. Each seminar section will focus on a particular area of biology. Open only to senior biology majors.

471 – Topics in Biology (2–4)
Prerequisites: Biology 121, 122; additional prerequisites as appropriate to specific topic. Specialized topics not offered on a regular basis. Laboratory included with certain topics.

481 – Readings in the Biological Sciences (1)
Readings in biological literature selected by the student, who is guided by a staff member. Open to second semester sophomores, juniors, or seniors by permission of Department.

491 – Special Problems in Biology (1–3)
Prerequisite: Biology 481. Individual laboratory or field investigation supervised by a staff member. Open to junior and senior majors by permission of Department.

499 – Internship (Credits variable)
Prerequisite: Junior or senior major in good academic standing. Supervised off-campus experience, developed in consultation with the Department. Does not count toward biology major.

BUSINESS ADMINISTRATION

Department of Business Administration

Galen F. deGraff, *Chair*
Richard Curley, *Career Advisor, Management*
Galen F. deGraff, *Career Advisor, Graduate Business*
R. Leigh Frackelton, Jr. *Career Advisor, Pre-Law*
Daniel J. Hubbard, *Career Advisor, Accounting*
Margaret A. Klayton-Mi, *Career Advisor, Marketing*
Fred T. Whitman, *Career Advisor, General Business*

Faculty

Professors
Galen F. deGraff
R. Leigh Frackelton, Jr.
Margaret A. Klayton-Mi
Larry W. Penwell

Associate Professor
Daniel J. Hubbard

Assistant Professors
Carole Ann Creque
Richard Curley
Kenneth Machande
Lester Phares
Xiaofeng Zhao

Senior Lecturers
Smita Jain Oxford
Fred T. Whitman

The Business Administration Program

The Department of Business Administration supports the College's liberal arts mission. Accordingly, the curriculum provides a balanced rigorous foundation in the Core areas of Accounting, Finance, Management, and Marketing, all in the context of the broad liberal arts environment provided by the College.

The Faculty hold high expectations of the students and themselves with the goal of developing skills in diagnosing, analyzing, developing and implementing solutions to a wide variety of problems in public and private organizations. The department promotes active learning by encouraging students to manage complex, interdisciplinary problems, marshal resources, and take responsibility for implementing effective solutions. Expected student involvement includes research problems, group case analyses, internships and consulting with organizations throughout the region. Students are encouraged to vigorously involve themselves in professional service, contributions to society, and the life-long pursuit of knowledge

through scholarship and research.

In an environment of mutual trust and support, concerned faculty help students learn the elements of managing resources to achieve a purpose while emphasizing the skills of writing, presenting, and speaking; technological proficiency; and, critical thinking in a global context. The students' relationship with faculty is facilitated by small class size. The faculty work closely with students to instill the values of intellectual integrity and objectivity; tolerance and respect for individuality and diversity; the intrinsic rewards of ethical behavior and social responsiveness; and, appropriate competitive vigor balanced with the value of effective collaboration with others.

The Business Administration program provides students the opportunity to go forward in the broadest range of professional directions and build sound and rewarding careers.

The academic program in Business Administration provides a broad, intellectual outlook and analytical skills for students who wish to combine a liberal arts education with academically rigorous course work in administration and decision-making needed for an eventual career in management or preparation for graduate study. Course work provides an understanding of the variety of approaches to the complexity of managerial decision-making in the contextual framework of a global society. An "Executive-in-Residence" program offers students the opportunity for wide-ranging discussions and contact with chief executives from important organizations in the private, public, and not-for-profit sectors.

Scholarships specifically designated for majors in business administration are funded by Signet Bank, The Society for Advancement of Management, the Benjamin T. Pitts Award, the Class of '42 James Harvey Dodd Award, The Elizabeth Griffith Schmidt '35 Award and the Amory Award. Many students belong to the campus chapters of the Accounting Society and Phi Beta Lambda. Students who establish outstanding records of academic achievement may be elected to Sigma Beta Delta, the national honor society in business management and administration.

Senior Business Administration majors who have a strong interest in research and an outstanding academic record may elect to pursue a departmental Honors program. To be eligible, a student must have a 3.25 grade-point average in upper-division Business Administration courses and a 3.0 overall grade-point average. Honors work consists of expository or original research written in thesis format and defended before a departmental Honors Committee of faculty. Students pursuing Honors in Business Administration register for three credits of 491 each semester of the senior year.

Requirements for the Business Major

Thirty-nine (39) credits in Business Administration Courses, as follows:

Lower-Division Requirements:

Business Administration 131, 132, 152, 259 and 283.

Upper-Division Requirements:

Business Administration 300, 310, 350, 353, 381, 490 and six (6) additional upper-level elective(s) credits. Students considering majoring in Business Administration must take Mathematics 200 or its equivalent (Computer Science 320, Economics 361, or Psychology 261), and Economics 201 and 202 are required prerequisites for certain upper-division courses in the major.

Business Administration Course Offerings

105 – Perspectives on Organizations in Society (3)
The evolution of economic systems from political, sociological, and cultural perspectives are examined in order to understand the interactive nature of business, governmental, and societal systems. This course introduces the conceptual foundations necessary to make informed, well-reasoned analyses of the current issues involving an array of organizations from the private, public, and not-for-profit sectors of the economy.

131-132 – Principles of Accounting (3, 3)
This two-course sequence introduces fundamental accounting techniques and procedures for gathering and reporting financial information used by management and others to plan, evaluate, and control and to insure appropriate use and accountability for its resources. Only in sequence.

152 – Management Information Systems (3)
The course mission is to increase the student's skills in communications. The business world thrives on information: acquiring it, analyzing it, presenting it, and applying it. Information flows through every business organization and affects all decision-making processes. This course focuses on the fundamentals of computers, the communication functions of computer and software systems, and the interdependence with Internet/Web resources. Microsoft Office Suite is incorporated as the

common communication application flowing through and linking with most business activities.

259 – Research Methods in Business (3)
Prerequisite: Mathematics 200 or similar Statistics course.
This course introduces students to the scientific method to facilitate their understanding of what constitutes good and bad research and enable them to design and conduct research studies. In addition, the course provides students with skills necessary to analyze, synthesize and evaluate statistical information in order to make informed and appropriate decisions in the workplace and to prepare students for research courses in graduate school.

283 – Legal Environment of Organizations (3)
This course focuses on the legal, political, and ethical framework in which businesses and other types of organizations operate. Topics include: common law and statutory business crimes and torts, common law contracts, business entities, securities regulation, employer/employee relations, environmental protection, and personal and real property laws. In addition, the legal consequences of the choice of business entity are explored while studying sole proprietorships, partnerships, and corporations.

300 – Principles of Management (3)
Prerequisite: Business Administration 131 and Junior status or permission of instructor.
An integrative approach to organizational concepts, principles, philosophy, and theory in public, private, and not-for-profit organizations is emphasized. Current decision-making approaches utilizing theories of organizational behavior, general systems and contingency theories are linked to the managerial functions of planning, organizing, leadership, and control.

310 – Principles of Marketing (3)
Prerequisites: Economics 201 & 202, Business Administration 131 and Junior status or permission of instructor.
The place of marketing in the global economy and the policies and practices of marketing institutions are explored. Major topics included are marketing functions, organization, research, merchandising, channels of distribution and transportation. Also, problems concerning ethics and social responsibility in the marketing arena are discussed.

312 - Retailing: Online, Offline (3)
Prerequisite: Business Administration 310 or permission of instructor.
This course explores the evolution of retailing, retail organizational strategies, store layout, atmospherics, and investigates the options traditional retailers have in applying online sales strategies. Other non-store retail operations, such as automatic vending, catalogs and direct sales, are discussed.

331, 332 – Intermediate Accounting (3, 3)
Prerequisite: Business Administration 132 or permission of instructor.
This two-course sequence places emphasis on the theory and history of accounting principles and their application to the acquisition of assets, determination of income, and the preparation of analysis of financial statements. Only in sequence.

333 – Cost/Managerial Accounting (3)
Prerequisite: Business Administration 132 or permission of instructor.
The material in this course concentrates of the principles and procedures for planning and controlling routine and non-routine decisions, setting policy, and performing long-range planning. The course focuses on cost behavior, standard costing, flexible budgeting, cost allocation, performance measurement, and analysis for decision-making.

334 – Federal Taxation of Individuals (3)
Prerequisite: Business Administration 132 or permission of instructor.
Federal income taxation of individuals is studied in reference to gross income, deductions and credits, sales, other disposition of property, changes in the law, and economic impact of the law.

335 – Federal Taxation of Business (3)
Prerequisite: Business Administration 334.
This course develops knowledge about federal income tax for partnerships, corporations, and owners' fiduciary responsibilities in reporting income.

345 – Organizational Behavior (3)
Prerequisite: Business Administration 259 or Psychology 261.
This course explores the behavioral aspects of organizations, presenting concepts, theories, research and research techniques that can be applied to enhance understanding of people in organizations. Topics included are personnel selection and placement, job and work environments, worker motivation, job satisfaction, and the organizational and social context of human work. Cross-listed as Psychology 385.

346 – Human Resource Management (3)
Prerequisite: Business Administration 259 or Psychology 261.
The philosophy, principles, and policies needed to develop effective personnel management and industrial relations programs in business, governmental, and not-for-profit organizations are developed and discussed. Cross-listed as Psychology 386.

347 – Organizational Development and Change (3)
Prerequisite: Business Administration 259 or Psychology 261, and one of the following: Business Administration 300, 345 or 346, or Psychology 301, 385, or 386
This course develops a system-wide application of behavioral science methods, theories, and accumulated knowledge to the change and reinforcement of organizational strategies, structures, and processes for improving organizational effectiveness. Cross-listed as Psychology 387.

350 – Business Communication (3)
Prerequisites: English 101, Business Administration 152 and 259
In this course students study Business Communication as a strategic process. The emphasis of the course is on the practical application of written and oral principles of business communication, including audience management, information control, and mastery of language. Additional areas of study include discourse analysis, oral and multimedia presentation techniques and critiques, intra- and inter-cultural differences in communication, impromptu speaking, and structured and planned briefings.

353 – Decision Analysis (3)
Prerequisites: Business Administration 152 and Mathematics 200 or similar statistics course.
This course introduces a variety of Management Science models for use in analysis of "business" problems. A computer software package provides the computational basics for case analysis of problems in linear programming, inventory, waiting lines, PERT/CPM, and simulation.

381 – Financial Management (3)
Prerequisites: Economics 201, Business Administration 132, 152, 259, and 353.
An overview of financial management which provides identification and solution of financial problems. Coverage includes the role of financial management, tools of financial analysis, cost of capital, financial structure, long term assets and financial forecasting.

384 – Commercial Law (3)
Prerequisite: Business Administration 283 or permission of the instructor.
This course provides in-depth study of laws affecting commercial transactions and the rationale underlying rights and obligations of parties to these transactions. The Uniform Code is emphasized, especially the Articles dealing with Sales, Commercial Paper, Bank Deposits, Bulk Transfers, Document of Title, and Secured Transactions. The topics of Antitrust, Consumer Protection, Labor Law, and Insurance matters are explored. Satisfies the requirement for students planning to sit for the C.P.A. examination.

413 – Marketing Research (3)
Prerequisites: Business Administration 259 and 310.
Research in marketing is used as a tool to identify, collect, and analyze data relevant to decision-making for businesses. Relevant statistical software is used to analyze client data. Ethical considerations related to research findings also are discussed.

414 – Marketing Strategy (3)
Prerequisite: Business Administration 310.
This course serves as a capstone survey of the major topics in contemporary marketing. Topics included are delineation of market targets, the development and implementation of the marketing mix, the control and analysis of the total marketing effort, strategy, strategic decision-making tools, ethics, as well as comprehensive case studies.

415 – International Marketing (3)
Prerequisite: Business Administration 310
The focus of this course is to understand the challenges companies face in conducting the international marketing. Students explore various strategies to successfully manage international marketing efforts, including analysis of world markets, consumer behavior, foreign environments, and the marketing management methods required to meet the demands of the global marketplace. The problems of foreign competition, diminishing US market share, and US economy's interdependence with world markets are covered. Also assessed are different foreign market entry strategies.

431 – Governmental and Not-for-Profit Accounting (3)
Prerequisite: Business Administration 331

This course covers governmental accounting, including the reporting requirements and interactions between government-wide financial statements and financial statements for governmental, propriety and fiduciary funds. Budgeting, costing of services, long-term liabilities, debt services, auditing, and evaluation of governmental and not-for-profit entities, including federal and state governments, municipalities, and entities such as schools and hospitals, are examined.

432 – Advanced Accounting Problems (3)
Prerequisite: Business Administration 332.
This course addresses problems in financial accounting and practice theory dealing with partnerships, corporations, consolidated statements, and fiduciary accounting.

435 – Auditing (3)
Prerequisite: Business Administration 331.
This course examines audit concepts, theory, standards, and procedures, as well as ethical and legal requirements within the context of audit evidence, documentation, and testing required before internal and external auditors issue their reports.

460 –Management Creativity (3)
Prerequisite: Senior status or permission of the instructor.
This course's objective is to develop an understanding of the role of creativity in decision-making and problem solving, and to recognize the role of intuition in such processes. Management is decision making and most non-routine decisions ultimately rely on uncertain or vague information and less-than precise data. This course will help to temper the theoretical education of future managers.

464 – Business Ethics (3)
Prerequisite: Senior status or permission of the instructor.
A study of ethical conduct in management and the elements involved. The course will use a series of applied case studies (illustrating both positive and negative models) to provide an understanding of how to recognize a moral dilemma, evaluate the implications of proposed actions and develop a response. The student should leave with an understanding of ethics and social responsibility as they relate to management.

471 – Business Administration Seminars (3)
Prerequisite: Senior status or permission of instructor.
Special topics of interest to staff and students are discussed in individual seminars which focus on specific areas within the various disciplines of Business Administration, e.g., Accounting Theory; Management; Legal; Social, and Ethical Issues; Marketing; Finance.

473 – Environment of International Business Seminar (3)
Prerequisites: Economics 201 and permission of instructor. The political, cultural, and economic aspects of the international business environment are explored in depth. The goal of this seminar is to develop an understanding of the forces at work in the global conduct of business across national boundaries.

490 – Seminar in Policy and Strategy (3)
Prerequisites: Business Administration 283, 300, 310, 350 and 381.
A capstone course designed to integrate the student's study of management. Advanced case studies and simulations prove a series of integrating experiences where students assume the role of the chief executive officer in a variety of organizational sectors (private, public, not-for-profit). Students are required to make managerial decisions concerning formulation of policy, strategy and tactics along with ethical considerations in organizations' multifaceted relationships with the external environment.

491 – Individual Study in Business Administration (variable credit, 1–3)
Prerequisites: Junior or senior status and permission of instructor.
Directed by a department faculty member, students conduct individual research focusing on an approved topic of interest in business administration. This course does not satisfy the upper-level elective requirement for the major.

499 – Internship (variable credit, 1–3)
Prerequisites: Junior or senior status, and permission of instructor.
A supervised work experience in a sponsoring organization developed in consultation with, and under the supervision of, a department faculty member. This course does not satisfy the upper-level elective requirement for the major.

CHEMISTRY

Department of Chemistry

Kelli M. Slunt, *Chair*
Janet A. Asper, *Career Advisor*

Faculty

Distinguished Professor
Roy F. Gratz

Professors
Judith A. Crissman
Raymond B. Scott

Associate Professors
Leanna C. Giancarlo
Kelli M. Slunt

Assistant Professors
Janet A. Asper
Charles M. Sharpless

The Chemistry Program

Chemistry, the study of the structure, properties, and reactivity of matter, has been called the "central science" because it forms a bridge between biology and physics. The department has well-equipped laboratories to support and reinforce classroom instruction and to provide opportunities for research. Instrumentation for spectroscopy includes ultraviolet, visible, and infrared spectrophotometers; a nuclear magnetic resonance spectrometer; and atomic absorption and emission spectrometers with both flame and inductively coupled plasma sources. Other major equipment items include a scanning probe microscope, a gas chromatograph/mass spectrometer system; several other gas and liquid chromatographs; and electro-chemical analyzers.

The Chemistry program offers a modern curriculum for the study of chemistry within the general framework of a liberal arts and sciences education. It prepares a student for graduate, medical, or dental school; for employment in the chemical industry; or for secondary school teaching. In addition, a number of courses provide an important foundation in chemical theory and practice for the study of biology, geology, environmental earth science, and the health sciences. In general, chemistry is a good major program around which one can build a career-focused set of courses from other disciplines, e.g., with mathematics and computer science for chemical engineering or industrial chemistry; with economics and business administration for industrial chemistry; with biology for the health sciences; and with geology for energy or environmental research. Majors are encouraged to do independent study and research. During the senior year qualified students may pursue Honors in Chemistry by completing an independent research project and writing and defending a thesis.

Requirements for the Chemistry Major

Thirty-nine (39) credits including Chemistry 111, 112, 211, 212, 252, 383, 384, 387, 388, 423, 453; one additional upper-level, 3- or 4-credit chemistry course.

Note: Mathematics 122 and Physics 105 and 106 are prerequisites to Chemistry 383 and should be completed before the junior year.

Chemistry Course Offerings

105, 106 – Chemistry and Society I, II (4, 4)
A study of societal problems and issues involving an understanding of important chemical principles with emphasis on relevant applications and the enhancement of chemical literacy for the non-scientist. Laboratory. Does not satisfy any major program requirements or serve as a prerequisite to any other chemistry courses. Credit for only one sequence (Chemistry 105–106 or 111–112) can count toward degree requirements. Only in sequence.

111, 112 – General Chemistry I, II (4, 4)
Introduction to the fundamental principles of chemistry and the more important elements and their compounds. Laboratory. The entry-level course for additional work in chemistry. Credit for only one sequence (Chemistry 105–106 or 111–112) can count toward degree requirements. Only in sequence.

211, 212 – Organic Chemistry I, II (4, 4)
Prerequisite: Chemistry 112. The comprehensive study of the structure and reactivity of carbon compounds. Laboratory. Only in sequence.

252 – Analytical Chemistry (4)
Prerequisites: Chemistry 112 and Mathematics 111 or equivalent. Theory and techniques of analysis including introductory instrumental methods. What is in the sample? How much is there? Laboratory.

317, 318 – Biochemistry I, II (3, 3)
Prerequisite: Chemistry 212. The application of chemical principles to the study and understanding of the living state. Only in sequence.

319, 320 – Biochemistry Laboratory I, II (1, 1)
Corequisites: Chemistry 317 and 318.

Chemistry 252 is highly recommended. Selected research techniques involving the chemical composition and properties of cells, tissues, and organisms.

331 – Environmental Chemistry (3)
Prerequisite: Chemistry 112 or permission of the instructor. An introduction to chemical processes that regulate the composition of air, water, and soil. Attention will be paid to understanding chemical equilibrium and kinetics of natural systems and how they are influenced by human actions. Additional topics of study include sources, effects, and remediation of pollution, green chemistry and the analysis of environmental samples.

332 – Environmental Chemistry Laboratory (1)
Corequisite: Chemistry 331. Laboratory experiments and field sampling methods that determine the chemical composition of environmental samples. Does not satisfy any major program requirements or serve as prerequisite to any other chemistry courses.

343 – Inorganic Chemistry (3)
Prerequisite: Chemistry 112. Modern theories of atomic structure and chemical bonding and their applications to molecular and metallic structures and coordination chemistry.

345 – Inorganic Chemistry Laboratory (1)
Corequisite: Chemistry 343, Prerequisite: Chemistry 252. Selected experiments in the principles of inorganic chemistry, including preparation and characterization of selected inorganic compounds.

383, 384 – Physical Chemistry I, II (3, 3)
Prerequisites: Chemistry 112, Physics 105 and 106, and Mathematics 122. Thermodynamic, kinetic, quantum mechanical, and spectroscopic properties of chemical systems. Only in sequence.

387, 388 – Physical Chemistry Laboratory I,II (2, 2)
Prerequisite: Chemistry 252; corequisite: Chemistry 383, 384 sequence. Selected experiments involving the investigation of the thermodynamic, electrochemical, kinetic and spectroscopic properties of chemical systems. Only in sequence.

392 – Instrumental Methods of Analysis (4)
Prerequisite: Chemistry 252; Corequisite Chemistry 388. Principles and methods of optimization of instrumental methods used in characterizing chemical systems. Laboratory.

411 – Advanced Organic Chemistry (3)
Prerequisite: Chemistry 212. Organic reaction mechanisms and the relation of molecular structure to physical and chemical properties. Only in sequence.

423 – Experimental Methods in Chemistry (4)
Prerequisites: Chemistry 212 and 252. Spectroscopic, chromatographic, and chemical functional group techniques used in characterizing chemical systems. Laboratory.

453 – Seminar (2)
Open to graduating majors only, except by permission of the department. Introduction to the chemical literature and information retrieval; oral reports and discussion of selected topics in chemistry.

471 – Advanced Topics in Chemistry (2–3)
Prerequisite: permission of the instructor. Advanced treatment of selected topics in chemistry.

491 – Individual Study (1–4)
Open to qualified students by permission of the department. Individual investigation of a chemical topic or system under the direction of a member of the department. Students pursuing Honors in Chemistry register for 4 credits of Chemistry 491 each semester of the senior year.

499 – Internship (Credits variable)
Prerequisites: permission of the department. Supervised off-campus experience developed in consultation with the department. The first six (6) credits of internship may not count toward the major program requirements. Subject to departmental approval, credits beyond six may be substituted for some major requirement.

CHINESE

Department of Modern Foreign Languages

Leonard R. Koos, *Chair*

Instruction in Chinese

Over 1.3 billion people worldwide speak one of the dialects of Chinese and the language is becoming increasingly important in the international context in concert with China's emergence an important global economic and political force. Mandarin Chinese, the dialect spoken in the Beijing region, is also the mainland's standard language in print and television media. Students pursuing courses in beginning Chinese can also take related courses in Art, History, Political Science, and Religion.

**For information regarding general education language requirements, please see page 45 in this Catalog.*

Chinese Course Offerings

101, 102 – Beginning Chinese (3, 3)
An introduction to Mandarin Chinese in both its spoken and written form. Equal emphasis on all four skill areas: speaking, listening, reading, and writing. Required sessions in the language laboratory.

CLASSICS

Department of Classics, Philosophy, and Religion

Craig R. Vasey, *Chair*
Liane R. Houghtalin, *Career Advisor*

Faculty

Associate Professors
Liane R. Houghtalin
Joseph M. Romero
Assistant Professor
Angela L. Gosetti-Murrayjohn

Programs in Classics

Classics focuses on the study of the languages, literatures, and civilizations of ancient Greece and Rome. Since many of the ideas and principles which emerged in the classical world are basic to Western culture, courses in Classics apply to the study of almost all the liberal arts and sciences.

Students wishing to major in Classics may choose among three concentrations: Latin (see Latin); an interdisciplinary concentration in Classical Civilization; or an interdisciplinary concentration in Classical Archaeology. Students develop their major programs in consultation with a faculty advisor.

While some Classics majors who choose a concentration in Classical Civilization include teacher licensure in their schedule, others take a second major in a related field, such as history, philosophy, religion, English, business, or modern foreign languages. With such a background, graduates have a wide range of opportunities after college, including museum work, archaeology, graduate study, teaching, and translating.

The concentration in Classical Archaeology offers special preparation to those students who wish to pursue museum or field work in archaeology. A concentration in Classical Archaeology joined with a related major such as anthropology, art history, historic preservation, history, or religion will enable a student to add depth of knowledge about the ancient world to his or her study of those disciplines.

Opportunities for study and excavation abroad are readily available to the Classics major. Mary Washington is a member of the Intercollegiate Center for Classical Studies in Rome and the American School of Classical Studies in Athens. Students are welcome to consult with the Classics faculty about programs at these and other institutions. Qualified students are invited to join Eta Sigma Phi, the

national honor society for Classics, and to try for departmental honors in their senior year.

Requirements for Major in Classics with concentration in Classical Civilization

Thirty (30) credits in Classics 101-499 and approved courses relating to Classical Civilization, including Classics 101 and Latin 202, Greek 202, or at least 3 credits in an upper level Latin or Greek course. At least 6 of the 30 credits (in Classics and approved courses) must be at the level of 299 or above. Approved courses relating to Classical Civilization are any course in Greek or Latin; Art History 114, 305, 310, 311; Classics-Philosophy-Religion 299; Classics-Philosophy-Religion 301, 302, 331 (all with permission); English 319, 320; History 331, 332; Italian 395; Philosophy 201, 310, 311; Religion 206, 211, 231 (with permission), 306, 331 (with permission), 341 (with permission).

Requirements for Major in Classics with concentration in Classical Archaeology

Thirty (30) credits, including Classics 101; either Latin 202 and Greek 202 or 6 credits in upper-level Latin (or, in exceptional cases and with approval, upper-level Greek) courses; at least 6 credits in Classics/Art History 305, Art History 310, 311; History 331, 332; at least 9 credits in approved archaeology courses, out of which at least 6 credits must be in Classics. Approved archaeology courses: Art History/ Classics 305 (if not already counted as fulfilling the requirement listed above); Classics 351 (with permission), 352 (with permission), 380, 390, 485, 491 (with permission), 492 (with permission), 499 (with permission); Anthropology 215; Art History 315; Historic Preservation 207, 462, 463, 467.

Classics Course Offerings

101 – Ideas and Culture: The Classical Tradition (3)
The principal intellectual achievements of Periclean Athens and Augustan Rome, with attention to cultural and historical contexts and influences on the development of Western civilization.

110 – Greek and Roman Mythology in Art and Literature (3)
The principal Greek and Roman myths, with emphasis on their appearance in literature and art.

130 – Classical Themes in Literature (3)
Introduction to the study of literature, following key themes in classical epic, lyric, and drama, and their reception or disavowal in Western and non-Western literatures.

202 – Ancient Tragedy (3)
The dramas of Aeschylus, Sophocles, and Euripides.

204 – Epic Traditions (3)
A comparative study of epic poetry from the ancient civilizations of Mesopotamia, Greece, and Rome.

211 – Greek and Roman Religion (3)
The public, personal, and mystery religions of the Greeks and Romans, and the development of classical religious ideas. Cross-listed as Religion 211.

305 – Egyptian and Near Eastern Art and Archaeology (3)
Prerequisite: Art History 114. Using the methodologies developed by archaeologists and art historians, this course will examine the artistic and architectural traditions of Egypt and the Near East from the prehistoric through the Greco-Roman periods. Cross-listed as Art History 305.

310 – Women in Antiquity (3)
The nature, roles, and lives of women in ancient Greece and Rome.

351, 352 – Special Studies in Classical Civilization (3, 3)
Reading and study in a specialized area of ancient culture.

380 – Archaeology of the Greek and Roman World (3)
Prerequisite: Art History 114 or Classics/CPRD 101. Study of the archaeological excavation of the Greek and Roman world, with emphasis on the history, techniques, and ethics of classical archaeology.

390 – The Ancient City (3)
Prerequisite: Art History 114 or Classics/CPRD 101. The growth and development of selected urban centers in the Greek and Roman world, with emphasis on the archaeological record.

485 – Guided Research in Classics (3)
Preparation of a senior thesis under the direction of the Classics faculty. Recommended for all Classics majors; required for graduation with Honors in Classics.

491, 492 – Individual Study in Classical Civilization (1–4)
Individual study under the direction of a member of the staff. By permission of the department.

499 – Internship (1-4)
Supervised off-campus learning experience, developed in consultation with the Classics faculty.

Joint Course Offerings
Classics–Philosophy–Religion

299 – Mysterium Humanum Studies (3)
Different topics of fundamental human concern are treated at different times in this interdisciplinary course involving the entire faculty of the Department of Classics, Philosophy, and Religion. Topics covered in the past include "Wrestling with Death," "The Tempest of Time," "Sex and Society in the West," and "Slavery."

301, 302 – Studies in Ancient Languages (3, 3)
Introduction to the morphology and syntax of selected ancient languages relevant to the study of Classics, Philosophy, and Religion (such as Coptic, Quranic Arabic, and Sanskrit). By permission of instructor. These courses do not satisfy the College's general education requirement for proficiency in a foreign language.

331 – Crossdisciplinary Topics in Classics, Philosophy, and Religion (3)
A consideration of a theme from the perspective of two or three of the disciplines taught in the Department of Classics, Philosophy, and Religion.

COMPUTER SCIENCE

Department of Computer Science
Marsha F. Zaidman, *Chair*
Stephen Davies, *Career Advisor*
Karen Anewalt-Cockrell, *Graduate School Advisor*

Faculty
Professors
Ernest C. Ackermann
Associate Professors
Karen Anewalt-Cockrell
Jennifer Polack-Wahl
Marsha F. Zaidman
Assistant Professors
Stephen Davies
Ron Zacharski

The Computer Science Program

Computer Science provides the kind of dynamic, interactive work environment few fields can match. Software developers and analysts invariably work in teams to tackle cutting-edge projects. We join forces with scientists, doctors, military commanders, marketeers, social psychologists, and others to produce solutions that are bigger than the sum of their parts. We enjoy the satisfaction of working with our peers to make a common vision become reality.

Computer software is probably the most malleable medium invented for human artistry. Unlike the gadgets of the industrial revolution, which were hardwired to a single purpose, computer software essentially mimics the fluidity of the human mind, making it extensible in any direction the author sees fit. Because of this, in Computer Science, we don't just study what "is," but we define what is. Our goal is to invent, create, and solve problems in exciting new ways.

We offer two choices for students majoring in Computer Science: the traditional program and the computer information systems concentration. Each is tailor-made for a challenging and practical course of study and paves the way for a dynamic career path and advanced study in the major. Students have opportunities for individual study, undergraduate research, and internships at technical firms, government offices, or software development agencies.

An accelerated Masters of Science in Management Information Systems (MSMIS) is also available to students. This program enables Computer Science majors to earn up to twelve dual-degree credits during their

senior year. These courses may then be applied to completion of the MSMIS degree program available from the Center for Graduate and Professional Studies at the University of Mary Washington.

The academic and research programs in Computer Science are supported by a network of computer systems that employ Solaris, Linux, and Windows operating systems.

Students who complete either of the undergraduate programs in Computer Science are well prepared for a variety of entry-level positions and for continued academic work in graduate school.

Students who major in Computer Science may choose from two concentrations: the Computer Science major, or the Computer Information Systems Concentration in Computer Science.

1. The Computer Science Major.

Students study the classic discipline of Computer Science, with emphasis on the theoretical foundation and practical applications of computers and computer software. Courses explore such subjects as system architecture, object-oriented design, and computational theory, in addition to the rich mathematical under-pinnings that support these topics. Graduates are well-equipped to solve problems in a broad spectrum of application areas and begin satisfying careers as software engineers, system architects, or application developers.

Requirements for the Computer Science Major.

31 credit hours consisting of Computer Science 220, 230, 305, 326, 330, 350, 401 or MSCS 501, 405 or MSCS 505, and 430 or MSCS 530. Three additional credit hours chosen from mathematics 300, 312, or 351. Three additional credit hours chosen from 410, 414, 415, 420, 425, 444, 470-471, 491, any approved MSMIS course or any approved MSCS course that was not used to satisfy any of the preceding requirements. Three credits of any Computer Science or Mathematics course numbered 300 or higher, except Mathematics 325, any approved MSMIS course, or any approved MSCS course, that was not used to satisfy any of the preceding requirements.

Note that Mathematics 122 (Calculus II) is a prerequisite for Computer Science 326, Theoretical Foundations of Computing and should be taken before the junior year. Also, note that Computer Science 125, Introduction to Discrete Mathematics is a prerequisite for Computer Science 305, Computer Systems and Architecture, 330, Object-Oriented Analysis and Design, 326, Theoretical Foundations of Computing, and 350, Applications of Databases, and should be taken before the junior year.

2. The Computer Information Systems Concentration in Computer Science.

This combines the foundations of Computer Science with an applied approach to application development and computing in a business environment. It offers our students an avenue to consider the use of computing as it applies to problems in business and related fields. Together with courses in economics, decision support, and accounting, this alternative focuses on how technology applies in an organizational setting. Graduates are well-positioned for careers as software developers, systems analysts, network and systems administrators, project leaders, database administrators, or business analysts.

Requirements for the Computer Information Systems Concentration in Computer Science

34 credit-hours consisting of Computer Science 220, 230, 310, 330, 350, 414 or MSCS 514, 430 or MSCS 530, Business Administration 132, 353, and any Economics course numbered 200 or above. An additional three credits from among Computer Science 410, 414, 415, 420, 425, 444, 470 through 477, 491, any approved MSMIS course, or any approved MSCS course that was not used to satisfy any of the preceding requirements.

An additional three credits of any Computer Science or Mathematics course numbered 300 or higher, any approved MSMIS course, or any approved MSCS course, that was not used to satisfy any of the preceding requirements.

Note that Computer Science 125, Introduction to Discrete Mathematics, is a prerequisite to Computer Science 330, 350 and 414 and should be taken before the junior year. Business Administration 131, Principles of Accounting, is a prerequisite for Business Administration 132. Mathematics 200, Introduction to Statistics, is a prerequisite to Business Administration 353.

Computer Science Course Offerings

103 – Computing in the 21st Century (3)
Introduction to the organization and use of computers. Students will become aware of professional, social , and ethical issues in

Computer Science. Includes discussion of the issues concerning the widespread application of computing in current society. Topics covered are drawn from areas such as computers and security, computers and privacy, computer ethics and intellectual property rights, health, access and the environment, and emerging technologies.

104 – The Internet: Technology, Information, and Issues (3)
A survey of the technology and issues underlying the use of the Internet for communication, resource discovery, research, and dissemination of information in multimedia formats. Topics include an introduction to Internet protocols, Internet history and development, electronic mail, use and functions of a Web browser, accessing Internet services and resources, using the Internet for research, Web site design and implementation, and social, legal, and ethical issues related to using the Internet.

110 – Introduction to Computer Science (3)
This course provides a foundation in computer science for a student who does not have prior programming experience. It provides sufficient support to permit a student to continue in the major program. Topics include an introduction to the algorithm and program development process using a high-level structured programming language and the department's computing facilities. Supervised hands-on experience provided. May not be taken for graded credit after passing any Computer Science course numbered 220 or higher.

125 – Introduction to Discrete Mathematics (3)
Designed to prepare beginning Computer Science majors for advanced study by emphasizing the components of Discrete Mathematics especially related to Computer Science. An introduction to topics which may include number systems, logic, methods of proof, counting techniques, mathematical induction, sets, relations, functions, matrices, graphs and trees. Cross-listed as Mathematics 125.

220 – Computer Science I (4)
Prerequisite: Computer Science 110 or permission of instructor. Continued coverage of disciplined problem-solving and algorithmic development including emphasis on procedural and data abstraction. Topics include elementary data structures such as arrays, files, and classes. The notions of data modeling and the linking of data type definitions with their associated operations is introduced. Study of program design, coding, debugging, testing, and documentation in a higher level language that supports the object-oriented paradigm. Intended for students who have had previous programming experience.

230 – Computer Science II: Data Structures (4)
Prerequisite: Computer Science 220. Continued study of data modeling and incorporation of abstract data types including linked lists, stacks, queues, heaps, trees, and graphs. Study of advanced sorting and searching techniques. Provides experience in the use of algorithm analysis. Continued study of program design, coding, debugging, testing, and documentation in an object-oriented higher level language.

270--Introductory Special Topics in Computer Science (3)
Prerequisite: Specified by Instructor. Lecture or seminar class dealing with a topic accessible without extensive Computer Science experience. Course offerings might include topics such as Web Design and Gaming: Principles and Design. May be repeated for credit with a change in topic.

302 – Computer Ethics (3)
Prerequisite: Computer Science 110. An examination of issues and events related to ethics, professional conduct and social responsibility as they apply to the field of Computer Science. Includes study of ethical responsibilities and behaviors appropriate for computer scientists.

305 – Computer Systems and Architecture (4)
Prerequisites: Computer Science 125, 230. Basic computer components; number representations; computer arithmetic algorithms; addressing techniques; instruction classifications; machine language; overview of assembly language; combinational and sequential logic design; Karnaugh maps; buses; RISC and pipelined machines; interrupts; memory hierarchies; ECC memories; telecommunications; bus protocols.

310--Computer Information Systems (4)
Prerequisite: Computer Science 220.
This course introduces the student to the use and implications of information technology in the business environment. This course covers such topics as data management, networks, analysis and design, computer hardware and software, decision support systems, database management systems, transaction processing systems, executive information systems, and expert systems. It also provides activity with

computer-based and non-computer-based problems/cases and includes real world programming projects that are implemented using a high-level programming language.

320 – Statistics for Computer Scientists (3)
Prerequisites: Mathematics 122 and Computer Science 220. A calculus-based mathematical statistics course with special emphasis on applications in Computer Science. Topics include probability, mass/density functions, discrete/ continuous random variables, and general data analysis using a statistical software package.

321 – Advanced Data Structures (3)
Prerequisites: Computer Science 125 and 230. The application of data structures to the creation of reusable software components, specifically within an object-oriented context. The use of inheritance and information hiding in the design and implementation of a data structure library is emphasized. Also includes further material on the formal analysis of algorithms and data structure implementations for time and space efficiency.

326 – Theoretical Foundations of Computing (3)
Prerequisites: Computer Science 125 and 230 and Mathematics 122. Emphasis will be on structures and concepts relating to the theory of computation and the different types of theoretical machines that are mathematical models for actual physical processes. Topics may include automata theory, Turing machine theory, formal language theory, and the halting problem.

330--Object-Oriented Analysis and Design (3)
Prerequisites: Computer Science 125 and 230. Theory and practice of the object-oriented software development paradigm. Focus is on major design principles such as abstraction, encapsulation, inheritance, polymorphism, aggregation, and visibility. Modeling notations for capturing and critiquing designs. Introduction to the concept of design patterns, and coverage of a catalog of common patterns. Students work in team projects to develop collaborative software solutions in an object-oriented language.

331 – Computer Graphics (3)
Prerequisite: Computer Science 230. An initial course in computer graphics including the study of three-dimensional modeling involving the use of light, color, texture, and transformation; the construction of objects using constructive solid geometry; ray-tracing fundamentals and visible-surface detection; two-dimensional and three-dimensional matrix transformations; three-dimensional window to two-dimensional viewport transformations; parallel and perspective projections; clipping algorithms.

350 – Applications of Databases (3)
Prerequisites: Computer Science 125 and 230. Presents logical database modeling and design, query languages, and issues in data representation. Introduces data mining techniques to extract effectual knowledge from large-scale data stores, including preparation of data sets, statistical algorithms for data analysis, and evaluation of algorithm performance. May involve student team projects to develop small but representative data collection and analysis applications.

370 through 377 – Special Topics in Computer Science (1–3)
Prerequisites: Specified by Instructor. Lecture or seminar class dealing with a topic accessible after completing Computer Science II—Data Structures. Most recently this has included topics such as Introduction to Web Services and Programming with Objects Using Java. May be repeated for credit with a change in topic.

391--Special Projects in Computer Science (1-4)
Prerequisite: Computer Science 230 or higher. Intensive individual investigation of significant research problem under the direction of a faculty member. Minimum GPA and course prerequisites apply.

401 – Organization of Programming Languages (3)
Prerequisites: Computer Science 326 and either 321 or 330. A course in programming language construction and design emphasizing the run-time behavior of programs. Alternative implementations of programming language constructs are considered. Techniques for language definition may also be discussed.

405 – Operating Systems (3)
Prerequisites: Computer Science 305 and either 321 or 330. Topics include history and models of operating systems, process scheduling, process synchronization, deadlock, memory management, virtual memory, device management, file systems, security, protection, and an introduction to distributed systems.

410 – Database Principles and Design (3)
Prerequisite: Computer Science 350. Information structures for external storage, file processing, and information retrieval.

Introduction to database systems, including design, normalization, dependency and concurrency theory. Models for representing data and relations among data elements, with primary emphasis on the relational model. Methods for assuring integrity, security, and high performance. Languages for data description and data manipulation, with emphasis on, and use of, SQL. An examination of current and future technological trends.

414 – Network Principles and Applications (3)
Prerequisite: Computer Science 125 and 230. This course provides an introduction to the basic principles of networking. Topics covered in the course include: network topologies, protocols, the OSI Model, methods of data transmission, error detection and correction, TCP/IP, network security and other topics as time permits. This course is theoretical and concept-oriented rather than consisting of the details of specific network packages.

415 – Artificial Intelligence (3)
Prerequisites: Computer Science 326 and either 321 or 330. A historical overview of the field, including reasoning and learning models, heuristic search methods, knowledge representation, and natural language understanding. Techniques for designing software systems for logic programming, theorem proving, language and image understanding, and games of strategy. Implementations of expert systems, neural networks, and genetic algorithms. Introduction to Lisp and Prolog.

420 – Simulation Techniques (3)
Prerequisite: Computer Science 321 or 330. An investigation of computer simulation techniques in the modeling of various systems. Includes an examination of various types of simulations including discrete event, Monte Carlo, and continuous time.

425 – Parallel Processing (3)
Prerequisite: Computer Science 305. Introduces massive parallelism, shared-memory strategies, and message passing approaches. Other topics are synchronization, parallel algorithm development, performance measurements, degradation, granularity, interconnection networks, and processor communication strategies. Includes study of multi-computer topologies (e.g. rings, meshes, tori, and hypercubes) and topological embeddings. Programming tools may include Multi-Pascal, MPI, and C-Linda.

430 – Software Engineering (4)
Prerequisite: Computer Science 321 or 330. Techniques for modeling, designing, implementing, and managing large scale computer programs are studied. Studies include Object Oriented Analysis and Design, modeling using UML, and application development with a CASE tool. Students work in groups and apply the techniques studied to semester-long projects.

440 – Game Programming (3)
Prerequisite: Computer Science 230. Students will design, develop, and implement computer games that involve real-time, event-driven, and multimedia programming techniques. Students learn the history of computer games and the elements of video game design and architecture.

444 – Three Dimensional Computer Graphics (3)
Prerequisites: Computer Science 230, and Mathematics 300. The study of three-dimensional modeling involving the use of light, color, texture, and transformation; visible-surface detection; parallel and perspective projections; clipping algorithms.

470 through 477 – Selected Topics in Computer Science (3)
Prerequisite: Specified by Instructor. Treatment of selected topics in Computer Science. Most recently this has included topics such as E-Commerce and Programming with Ajax. May be repeated for credit with a change in topic.

491 –Individual Study in Computer Science (1-3)
Prerequisite: Departmental permission. Individual study under the direction of a member of the department. Minimum GPA and course prerequisites apply. May be repeated for credit with a change in topic. Two semesters of 3-credits of study required for graduation with Departmental Honors.

499 – Internship (Credits variable)
Supervised off-campus experience with an academic component, developed in consultation with the department. Only 3 credits may count toward the major and minimum GPA and course prerequisites apply.

DANCE

Department of Theatre and Dance

Gregg Stull, *Chair*

The Program in Dance

The dance program is designed for the general student with an interest in dance. Classes can be taken for physical education or elective credit.

The program in dance supports the active production program in the Department of Theatre and Dance. Students interested in dance audition for roles and work back-stage on the plays and musicals that are a part of the department's season.

The Goolrick Dance Suite houses two spacious dance studios with floating floors, pianos and fully-equipped sound systems.

Dance Course Offerings

121, 122 – Beginning Ballet (1, 1)
For students satisfying the physical education requirement. S/U credit only.

123, 124 – Beginning Modern Dance (1, 1)
For students satisfying the physical education requirement. S/U credit only.

141, 142 – Beginning Jazz (1, 1)
For students satisfying the physical education requirement. S/U credit only.

225,226 – Summer Workshop (1-4,1-4)
Prerequisite: Permission of Department. An intensive course focused on the production of plays and musicals for the student interested in developing professional skills in the theatre. Cross listed as THEA 225,226. Does not fill the physical education requirement.

243 – Dance Improvisation (3)
Exploration of spontaneous dance composition through manipulation of spatial, temporal, and dynamic qualities of movement.

301, 302 – Intermediate Ballet (2, 2)
Ballet as a discipline, emphasizing exactness and precision of line, creative expression, and historical reference.

303, 304 – Intermediate Modern Dance (2, 2)
Study of the various techniques emphasizing alignment, strength, flexibility, and the aesthetic elements of dance.

305, 306 – Intermediate Jazz (2, 2)
Study of jazz dance techniques and exploration of movement as related to jazz music.

491, 492 – Individual Study (1–3 each)
Research, choreography, or composition of an approved creative project. By permission of the department.

499 – Internship (Credits variable)
Supervised, off-campus experience, developed in consultation with the department.

ECONOMICS

Department of Economics

Bradley A. Hansen, *Chair*
Steven A. Greenlaw, *Career Advisor*

Faculty

Professors
Steven A. Greenlaw
Margaret A. Ray
Robert S. Rycroft

Associate Professors
Bradley A. Hansen
Stephen P. Stageberg

Assistant Professor
Shawn Humphrey

The Economics Program

Economics is a method of analyzing human behavior in any environment subject to scarcity. As such, it provides insight into a wide range of social problems and issues, including unemployment, inflation, poverty, discrimination, international trade, the environment, and the role of government in society.

The Department of Economics offers a contemporary curriculum in economics within the framework of the liberal arts. With an emphasis on writing, speaking, computing, quantitative methods, and other research skills, graduates of our program are equipped with a general education to lead productive lives in the twenty-first century. The College's proximity to Washington, D.C., and a supportive local business community create stimulating internship opportunities. Economics majors regularly present original research at professional meetings, and co-edit the journal of undergraduate research in economics, *Issues in Political Economy*. Students with superior academic records who complete an original research project are eligible for honors.

Two organizations that promote the study of economics are associated with the department. The Economics Club encourages discussion of current issues, sponsors speakers and social events, and kindles interaction among students and faculty. It is open to all students. Omicron Delta Epsilon is a national economics honor society for students with superior academic records.

Each year, the department bestows four awards. The Henry W. Hewetson Award is presented to a graduating senior to honor academic achievement and service to the department. The other awards are scholarships to promote study in economics. The James Harvey Dodd Award is given to a junior economics major based on financial need and academic achievement. The Adam Smith Award is given to a graduating senior based on potential for graduate study. The Fred E. Miller Memorial Scholarship is awarded annually to a rising junior or senior who is double-majoring in Economics and Business Administration.

The recommended introductory courses are Economics 201 and 202. These courses prepare students for 300-level surveys on a variety of theoretical and applied topics. Further depth may be obtained by choosing 400-level courses in selected areas.

Requirements for the Major in Economics

Thirty-nine (39) credits, to include Economics 201, 202, 300, 303, 304, 361, 462; either Economics 374 or 375; and fifteen additional credits in upper-level economics courses.

Economics Course Offerings

100 – Economics of Social Issues (3)
This course surveys contemporary social issues, while focusing on economic aspects and using economic approaches.

201 – Principles of Macroeconomics (3)
One half of the two-semester introduction to economics and economic theory in the context of a general education course. Survey of economic activity in the economy as a whole, focusing on such issues as economic growth and business cycles, unemployment, and inflation.

202 – Principles of Microeconomics (3)
One half of the two-semester introduction to economics and economic theory in the context of a general education course. Economic analysis of households, firms, and markets.

300 – Introduction to Economic Analysis (3)
Prerequisites: Economics 201 and 202. One semester introduction to the tools of economic analysis. Students will be introduced to economic research methods, including how to develop a good research question, how to do a literature search in economics, how to find and collect economic data, how to use statistical analysis to test economic models, as well as oral and written presentation skills.

301 – Mathematical Economics (3)
Prerequisites: Economics 201 and 202. Use of mathematical methods in economic analysis. Topics will include equilibrium analysis, comparative statics, and optimizations.

303 – Microeconomics (3)
Prerequisites: Economics 201 and 202. Systematic study of the role of the price system in organizing economic activity and an evaluation of its effectiveness.

304 – Macroeconomics (3)
Prerequisites: Economics 201 and 202. Analysis of the determinants of macroeconomic activity including national income, employment, and the price level. Investigation of the capabilities and limits of government stabilization and growth policies.

311 – Industrial Economics (3)
Prerequisites: Economics 201 and 202. Case study analysis of different types of structural organization, behavior, and performance of industry

312 – Government and Business (3)
Prerequisites: Economics 201 and 202. The rationale for and impact of government participation in the marketplace.

321 – Money and Banking (3)
Prerequisites: Economics 201 and 202. Analysis of financial instruments, markets and intermediaries and monetary policy.

322 – Investment Analysis (3)
Prerequisites: Economics 201 and 202. Introduction to portfolio theory and the evaluation of investment alternatives. Topics include the stock market and the valuation of securities.

324 – Economics of Philanthropy and the Non-Profit Sector
Prerequisites: Economics 201 and 202. Exploration of economic issues associated with philanthropy and the non-profit sector.

331 – Environmental and Resource Economics (3)
Prerequisites: Economics 201 and 202. The application of economic methods to analysis of environmental and natural resource issues. Public policy issues will also be considered.

332 – Economics of Health (3)
Prerequisites: Economics 201 and 202. A survey of market behavior, institutions, and public policy in the provision of health services.

341 – Public Finance (3)
Prerequisites: Economics 201 and 202. Economic analysis of the impact of government spending and taxation on the allocation of resources and distribution of income.

342- Law and Economics (3)
Prerequisites: Economics 201 and 202. Economic analysis of legal rules and institutions.

351 – Poverty, Affluence, and Equality (3)
Prerequisites: Economics 201 and 202. Economic analysis of the distributions of income and wealth, poverty, and discrimination.

352 – Labor Economics (3)
Prerequisites: Economics 201 and 202. Economics of labor force participation, occupational choice, education and training, mobility, compensation systems, productivity and unemployment. Specific topics at discretion of instructor.

353 – Economics of Labor Unions (3)
Prerequisites: Economics 201 and 202. Economic analysis of labor unions and collective bargaining.

354 – Urban and Regional Economics (3)
Prerequisites: Economics 201 and 202. An economic analysis of contemporary urban topics including location theory and economic structure of cities, growth and development of central cities and ghettos, housing, transportation, poverty, crime, and fiscal issues.

361 – Introductory Econometrics (3)
Prerequisites: Economics 201 and 202. An introduction to the statistical methods used in economics.

374 – History of Economic Thought (3)
Prerequisites: Economics 201 and 202. A survey of economic analysis from antiquity to the 20th century. Focus on the 18th and 19th centuries.

375 – American Economic History (3)
Prerequisites: Economics 201 and 202. The study of factors contributing to the economic development of the United States.

382 – International Economics (3)
Prerequisites: Economics 201 and 202. An introduction to international trade, the balance of payments, exchange rate determination, and related issues of international economic policy.

383 – Comparative Economic Systems (3)
Prerequisites: Economics 201 and 202. Comparison of the institutions that govern the production and distribution of goods and services in different countries. Focus on the evolution of institutions and their influence on economic performance.

384 – Economic Development (3)
Prerequisites: Economics 201 and 202. An introduction to theories of economic development. Focus on current problems of developing countries.

405 – Contemporary Economic Issues (3)
Prerequisites: Economics 201, 202, 303 and 304. Discussion of contemporary issues in economic theory and policy.

431 – Global Environmental Issues (3)
Prerequisite: Economics 201, 202. The application of economic methods to the analysis of environmental issues of global concern, including global warming, acid rain, wildlife resources, ocean pollution, and toxic waste. In depth treatment of contemporary international environmental policy debates.

462 – Economic Forecasting (3)
Prerequisite: Economics 201, 202, 361. Specification, estimation, evaluation, and simulation of forecasting models.

482 – International Finance (3)
Prerequisite: Economics 201, 202 and 382. Survey of the major topics in contemporary international finance: exchange rate determination, international banking, currency speculation, and European Monetary Union.

488 – Seminar in Economics (3)
Prerequisites: Economics 201 and 202. Special topics of interest to faculty and students.

491 – Individual Study in Economics (3)
Prerequisites: Economics 201 and 202. Directed individual research on an approved topic in economics. Required for honors in economics.

499 – Internship (Credits variable)
Prerequisites: Economics 201 and 202. Supervised off-campus experience, developed in consultation with the department. (Up to six hours may count in the major.)

EDUCATION

Department of Education

Marie P. Sheckels, *Chair*
Dorothy Suskind, *Career Advisor*

Faculty

Professors
Venitta C. McCall
Marie P. Sheckels

Associate Professors
Wendy Atwell-Vasey
George R. Meadows
Dale L. Wright

Assistant Professors
Thomas D. Fallace
Jennifer J. Jakubecy
Dorothy Suskind

The Education Program

The Department of Education offers, as electives toward the degree, courses designed to prepare the liberal arts student to meet requirements for licensure as a teacher. The Teacher Education Program at the University is approved by the Virginia Department of Education, the State Council of Higher Education of Virginia, and the National Association of State Directors of Teacher Education and Certification.

The department offers opportunities for leadership and scholarships. All students who gain admission to the program are eligible to join the Student Education Association. Students with high academic achievement are invited to become members of the Nu Xi Chapter of Kappa Delta Pi, an international honor society in education. An Outstanding Education Student Award is given to students who excel in supervised teaching, academic achievement, and leadership. Students in the Teacher Education Program have the opportunity to apply for a variety of scholarships.

Those students who are pursuing licensure at the elementary (preK-6) level are required to enter the Department of Education's Master of Science in Elementary Education Program, which is a five-year undergraduate-graduate program. Students complete 30 credits of education coursework and field experiences at the undergraduate level; graduate with their class receiving their B.A., B.S. or B.L.S. degree with a liberal arts or sciences major; and return for one more year during which they complete graduate education coursework, an internship, and a research study (30 total graduate credits).

The department also offers an undergraduate program only for students pursuing licensure at the preK-12 levels in Art, Foreign Language (French, German, Latin, Spanish) and Music, and at the secondary levels (6-12) in each of the following areas: Biology, Chemistry, Computer Science, English, Earth Science, History and Social Science, Mathematics, and Physics.

Students in the UMW Teacher Education Program must complete general education requirements, a liberal arts or sciences major, and professional studies (education coursework) requirements. Consequently, students interested in seeking credentials to teach should contact the Department of Education as early in their college career as possible and must attend an Education Department Group Information Session on the Teacher Education Program. The professional studies component provides students with background knowledge and experience in curriculum planning and implementation with a focus on teaching the national and state standards from a constructivist-developmental approach.

Throughout the program, students gain experiences and skill in monitoring their own professional growth through research, reflection, and problem solving. All courses except one require students to complete field experiences in the public schools.

Admission and Requirements

Admission to the Teacher Education Program is by application directly to the Department of Education.

Teacher Education Program Group Information Sessions are offered throughout the academic year. Attendance at one of these sessions is among the requirements for acceptance into the introductory course, Education 203 (elementary) or 204 (secondary/preK-12). At these sessions, students are informed of the required minimum standards of performance and are asked to apprise the department of requests for accommodations.

After the students pursuing elementary licensure successfully complete Education 203, they are assigned to a professional studies cohort that is determined by the year that they will complete the graduate coursework. After students pursuing secondary or preK-12 licensure successfully complete Education 204, they are assigned to a professional studies cohort that is determined by the semester that they plan to complete the student teaching experience. Admission into the Teacher Education Program is competitive and is based on academic achievement in the liberal arts degree requirements and on other indications of potential in meeting the program goals. To continue in the program, students are responsible for following the regulations and application deadlines explained on the Department of Education web page and in the Teacher Education Handbook distributed to students in Education 203 and 204. In addition to meeting the minimum standards of performance, demonstrating the potential to meet the program goals, and successfully completing required general education courses, students must: (a) maintain good academic standing with a 2.5 overall G.P.A. or better; (b) achieve a G.P.A. of 3.0 or better on the required professional education courses; and (c) achieve satisfactory evaluations in all field experiences. In addition, students who apply for the fifth year or graduate year of the M.S. in Elementary Education must achieve passing scores on Praxis I (or SAT Substitute for Praxis I), Praxis II, the Virginia Communication and Literacy Assessment, and the Virginia Reading Assessment.

Successful completion of the program and recommendation for licensure to the Virginia Department of Education are contingent upon: (a) a 2.5 G.P.A. overall and a 3.0 in the professional studies sequence (undergraduate and graduate); (b) completion of all degree requirements; (c) a grade of "B" or better in the Teaching Internship (elementary only) or a grade of "C" or better in Student Teaching (secondary and preK-12); (d) achieving passing scores on Praxis I (or SAT substitute for Praxis I), Praxis II, the Virginia Communication and Literacy Assessment, the Virginia Reading Assessment, and the Child Abuse Recognition and Intervention training (elementary only) as required and established by the Virginia State Board of Education.

Elementary (preK-6) Undergraduate Endorsement Requirements: Education 203, Math 204, Education 303, 305, 311, 371, 373, 383 and 420.

Graduate Courses: Education 510, 514, 521, 530, 539, 540 and one of the specialization areas 522, 523, 524, 525, 526, 527, 528, or 529.

Secondary (Grades 6-12) Endorsement Requirements: Education 204, Appropriate discipline-specific course from Education 321, 322, 323, or 324, plus Education 351, 381, 420, and 440.

Art (preK-12) Endorsement
Requirements: Education 204, 311, 320, 351, 381, 420, and 440.

Foreign Language (preK-12) Endorsement
Requirements: Education 204, 319, 351, 381, 420 and 440. In addition, select one of the following: Education 311 or 371.

Music (preK-12) Endorsement
Requirements: Education 204, 318, 381, 420, 440, MUED 170, MUED 491A, and MUED 491B.

Education Course Offerings

203 – Introduction to Learning and Teaching: Elementary (3)

204 – Introduction to Learning and Teaching: Secondary and preK-12 (3)
Prerequisite: Admission is by application to the Department of Education. Students must have attained a 2.5 G.P.A. or better on at least 12 UMW credits and have attended a Department of Education Group Information Session. Education 203/204 will provide beginning students with an introduction to learning and teaching in public schools. The primary goal for this course is "learning how to learn to teach" which will be accomplished through field experience, cooperative learning activities, class discussion, and lecture. Education 203/204 is a survey course - each of the major topics (classroom management, student motivation, curriculum, instruction, and professionalism) introduced in this course will be examined more thoroughly in both content and field experience in subsequent course work and practica. Field experience required.

303 – Scientific Inquiry (4)
Prerequisite: Education 203, Introduction to Learning and Teaching. Planning and instructional skills for teaching science in the elementary classroom. Provides students training and practice in using an assortment of developmentally appropriate teaching methods for elementary level science. Also provides students with an understanding of the current Virginia Standards of Learning for Elementary Science and how instruction may be designed to meet the requirements of those Standards. Field experience required.

305 – Mathematical Concepts and Methods II.(3)
Prerequisites: Education 203, Introduction to Learning and Teaching; Mathematics 204, Mathematical Concepts and Methods I. Mathematical concepts and methods of teaching for the elementary school. Topics include geometry, measurement, probability and statistics. Field experience required.

311 – Literature and the Arts in the Elementary Classroom (3)
Prerequisite: Education 203, Introduction to Learning and Teaching. Educational approaches that encourage children's expressive development through the integration of literature, the arts, and media throughout the elementary curriculum. Students will read avariety of genres of children's literature and learn basic information about dance, drama, visual arts, and music, as well as strategies for teaching science, math, social studies, reading and language using children's literature and these art forms. Field experience required.

318 – The Teaching of Music (4)
Prerequisite: Education 204. Relates the diagnostic-prescriptive approach to the teaching of music and introduces developmental approaches to teaching. Field experience in grades preK-12 required.

319 – The Teaching of Foreign Language (4)
Prerequisite: Education 204. Relates the diagnostic-prescriptive approach to the teaching of foreign language and introduces the developmental approaches to teaching. Field experience in grades preK-12 required.

320 – The Teaching of Art (4)
Prerequisite: Education 204. Relates the diagnostic-prescriptive approach to the teaching of art and introduces the developmental approaches to teaching. Field experience in grades preK-12 required.

321 – The Teaching of Mathematics and Computer Science (4)
Prerequisite: Education 204. Relates the diagnostic-prescriptive approach to the teaching of mathematics and computer science and introduces the developmental approaches to teaching. Field experience required.

322 – The Teaching of Social Sciences (4)
Prerequisite: Education 204. Relates the diagnostic- prescriptive approach to the teaching of social sciences and introduces the developmental approaches to teaching. Field experience required.

323 – The Teaching of Sciences (4)
Prerequisite: Education 204. Relates the diagnostic-prescriptive approach to the teaching of sciences and introduces the developmental approaches to teaching. Field experience required.

324 – The Teaching of English (including Drama, Speech and Journalism) (4)
Prerequisite: Education 204. Relates the diagnostic-prescriptive approach to the teaching of English and introduces the developmental approaches to teaching. Field experience required.

351 – Constructivist Teaching in the Secondary School (4)
Prerequisite: Education 204. Relates the theories of development, constructivism and learning, and brain research to planning and instruction in the secondary classroom. Reading and writing in the content areas is stressed. Field experience required.

371 – Language Development and Literacy Instruction: Primary (4)
Prerequisite: Education 203. Study of language development and learner-sensitive approaches to early childhood literacy instruction for emerging readers. Focus is on teaching and assessment strategies for literacy instruction in the primary grades (K-3). Field experience required.

373 – Language Development and Literacy Instruction: Intermediate (3)
Prerequisites: Education 203 and Education 371. Study of learner-sensitive approaches to intermediate childhood literacy instruction with emphasis on reading in the content areas. Focus is on teaching and assessment strategies for literacy instruction in the intermediate (4-6) grades. Field experience required.

381 - Student Academic and Behavioral Diversity in the Secondary Classroom (3)
Prerequisite: Education 204. Study of understanding and accommodating diverse student populations in secondary classrooms. Focus is on instructional differentiation, special education, classroom management, and discipline strategies. Field experience required.

383 - Classroom Management Strategies and Social Studies Methods (3)
Prerequisite: Education 203. Study of understanding and accommodating diverse student populations in elementary classrooms. Focus is on special education, classroom management, discipline strategies, and methods relating to the elementary classroom social studies curriculum. Field experience required.

420 – The Professional Teacher and Critical Issues in Education (3)
Prerequisites: Education 203 or 204, and at least two additional education courses. Prospective teachers become independent, reflective decision makers by critically examining the philosophical, ethical, historical, legal, and social contexts of the American school.

439 – Classroom Teaching and Research (3)
Prerequisites: Education 420 and permission of department. Student teachers reflect on the lessons and programs they design by applying problem-solving and decision-making techniques to the task of elementary school teaching. Taken concurrently with Education 440.

440 – Supervised Teaching (9)
Prerequisites: Education 420 and permission of the Department. Orientation to teaching under the direction of cooperating teachers in the public schools.

441, 442, 443 – Supervision Seminar for Cooperating Teachers (2 each)
Prerequisite: Selection to serve as a cooperating teacher. A sequence of seminars in educational supervision available only to classroom teachers serving as cooperating teachers to Mary Washington College student teachers.

472 – Special Topics in Education (1-6)
Prerequisite: Permission of the Department. Specific subject content to be determined by interest of faculty and students. A maximum of six credits may count in a teacher licensure program.

499 – Internship (credits variable)
Supervised off-campus experience developed in consultation with the department. May not be used to satisfy required professional education coursework. A maximum of three credits may count in the teacher licensure program.

510 – The Inclusive Classroom (4)
Prerequisite: Admission to the M.S. degree program. Study of instructional methods to differentiate the curriculum and academic environment for learners with and without special needs. Field experience required.

514 – Constructivist and Developmental Teaching in the Elementary School (4)
Prerequisite: Admission to the M.S. degree program. Relates the theories of development and learning, brain research, and multiple intelligences to planning and instruction in the elementary classroom. Field experience required.

521 Research and Curriculum Specialization I (4)
Prerequisite: Admission to the M.S. degree program. Study of research techniques, and methodology as preparation to conduct classroom-based teacher research. Field experience required.

522 – Arts Specialization (2)

523 – Foreign Language Specialization (2)

524 – Instructional Technology Specialization (2)

525 – Literacy Specialization (2)

526 – Mathematics Specialization (2)

527 – Science Specialization (2)

528 – Social Studies Specialization (2)

529 – Special Education Specialization (2)
Study of advanced content area teaching methods and current research in each specialization area. Taken concurrently with Education 521.

530 – (3)Research and Curriculum Specialization II (3)
Prerequisite: Successful completion of the first semester of coursework and practicum experience in the M.S. in Elementary Education program. Study of research techniques and methodology to complete classroom-based teacher research and prepare for the final presentation of M.S. research projects.

539 – Graduate Internship Seminar (1)
Prerequisite: Successful completion of the first semester of coursework and practicum experience in the M.S. in Elementary Education program. Students meet to discuss internship classroom work and experiences, meet and hear from guest speakers including public school personnel and graduates from the M.S. in Elementary Education now working as teachers, review and update internship assignments and expectations, develop portfolios based on the internship.

540 – Teaching Internship (12)
Prerequisite: Successful completion of the first semester of coursework and practicum experience in the M.S. in Elementary Education program. Orientation to teaching under the direction of cooperating teachers in the public schools. Implementation of action research project in a public school classroom.

EDUCATION DEPARTMENT TITLE II REPORT FOR 2004-2005

The University of Mary Washington Department of Education submitted an Institutional Report to the Virginia Department of Education providing data on students completing the Teacher Education Program during the academic year 2004-2005. "Completers" of the UMW Program must achieve passing scores (determined by the Virginia Department of Education) on Praxis I and Praxis II. Sixty-one completers are represented in the following information:

Basic Skills — Number of Completers

Taking Praxis I Paper and Pencil Test (PPST) Reading:	54
Passing Praxis I PPST Reading:	52
Institutional Pass Rate on PPST Reading:	96%
Taking Praxis I Computer-Based Test (CBT) Reading:	1
Passing Praxis I Computer-Based Test (CBT) Reading:	*
Institutional Pass Rate on CBT Reading:	
Taking Praxis I PPST Writing:	54
Passing Praxis I PPST Writing:	51
Institutional Pass Rate on PPST Writing:	94%
Taking Praxis I CBT Writing:	1
Passing Praxis I CBT Writing:	*
Institutional Pass Rate on CBT Writing:	
Taking Praxis I PPST Mathematics:	54
Passing Praxis I PPST Mathematics:	46
Institutional Pass Rate on PPST Mathematics:	85%
Taking Praxis I CBT Mathematics:	1
Passing Praxis I CBT Mathematics:	*
Institutional Pass Rate on CBT Mathematics:	

**Number too small to calculate pass rate.*

Academic Content Areas — Number of Completers Taking

Elementary Education: Content Knowledge:	33
Passing Elementary Education: Content Knowledge:	33
Institution Pass Rate on Elementary Education: Content Knowledge:	100%
Eng Lang Lit Comp: Content Knowledge:	10
Institution Pass Rate on Eng Lang Lit Comp: Content Knowledge:	100%
Mathematics: Content Knowledge:	2
Institution Pass Rate on Mathematics: Content Knowledge:	100%
Social Studies: Content Knowledge:	2
Institution Pass Rate on Social Studies: Content Knowledge:	100%
Art: Content Knowledge:	4
Institution Pass Rate on Art: Content Knowledge:	100%
German: Content Knowledge:	1
Institution Pass Rate on German: Content Knowledge:	100%
Spanish: Content Knowledge:	2
Institution Pass Rate on Spanish: Content Knowledge:	100%
Biology: Content Knowledge:	3
Institution Pass Rate on Biology: Content Knowledge:	100%

Aggregate – Basic Skills (all Praxis I): Number of Completers

Taking Praxis I (PPST & CBT) — Reading, Writing, Mathematics:	60
Passing Praxis I (PPST & CBT)— Reading, Writing, Mathematics:	60
Institutional Pass Rate:	100%

Aggregate – All Academic Content Areas: Number of Completers

Taking Academic Content Areas:	57
Passing Academic Content Areas:	57
Institutional Pass Rate:	100%

Summary Totals for Completers and Pass Rates

Number taking all Assessments:	60
Number passing all Assessments:	60
Institutional Pass Rate:	100%

Other Information Reported for Academic Year 2004-2005:

Students enrolled:	256
Students enrolled in supervised student teaching:	61
Full-time faculty supervising student teaching:	8
Part-time faculty supervising student teaching:	3
Student/faculty ratio:	5.55

Average number of hours required of students in supervised Teaching: 30 hours per week, 13 weeks per semester, 390 hours for the semester.

ENGLISH

Department of English, Linguistics, and Speech

Teresa A. Kennedy, *Chair*
Marie E. McAllister, *Career Advisor*

Faculty

Professors
W. Gardner Campbell
Claudia Emerson
Teresa A. Kennedy
James M. Harding
Mary B. Rigsby

Associate Professors
Christofer Foss
Marie E. McAllister
Mara Scanlon
Warren G. Rochelle
Stephen H. Watkins

Assistant Professors
Sarah Allen
Antonio Barrenechea
Eric Lorentzen
Maya Mathur
E. Kim Stone
Clarence D. Tweedy

Senior Lecturer
Constance F. Smith

The Program in English

English faculty strive to inspire in student a love for literature and for writing, to help students develop analytical and critical skills, and to guide students in improving their writing.

The program offers courses appropriate to students at all levels. English 101 is the college's introductory writing course, required of most students. Except for English 295, courses on the 200-level are designed for students from all disciplines. Courses on the 300-level may also appeal to a diverse audience but require a more sophisticated study of texts and more advanced writing. Courses on the 400-level offer a seminar experience in which students study a topic or theme in depth, frequently take charge of class discussions, and produce a major paper or project. To facilitate discussion and individual attention, the department limits enrollment in many classes to 15 to 25 students. Some courses accommodate enrollments up to 35.

Students who pursue a major in English become familiar with the language, with literary theory, and with a variety of literatures in the language, including works outside the recognized canons. They practice literary and linguistic analysis, and they develop as writers of different modes and genres. While the major requires certain courses and categories of courses, it also allows the individual student the flexibility to emphasize an area of special interest such as literature, journalism, creative writing, linguistics, or speech.

Many juniors and seniors enroll in internships to test classroom knowledge in the outside world and to explore career interests. Juniors and seniors with appropriate academic standing may also elect to pursue individual studies. An increasing number of students choose to study abroad.

Upon graduation, English majors go in many directions. About 20 percent enter teaching. Others go to graduate and professional schools. Still others take jobs in journalism, public relations, government, and business. Graduates of the English program report that the skill they acquired that employers value most is good writing. In nourishing good communication and analytical skills, the program prepares students to enter many fields.

The Department of English, Linguistics, and Speech is committed to the aggressive recruitment of minority faculty and students.

Requirements for the English Major

Thirty-six credits in English, Linguistics, and Speech courses, as follows: Linguistics 101; English 295; five upper-level literature courses; one 300-level linguistics course; one 300-level writing course, one 400-level seminar, six additional credits from the following: English 200, any of the department's 300- and 400-level courses, and department-sponsored internships and individual studies.

English Course Offerings

101 – Writing Workshop (3)
Instruction and practice in the fundamental techniques of expository and argumentative writing: organization, development, coherence, research methods, mechanics. Frequent workshop approach, with group and tutorial work.

200 – Newsgathering (3)
An introduction to the techniques of newsgathering, including practice in interviewing, reporting, and writing various kinds of news stories.

205 – The Art of Literature (3)
An introductory course emphasizing the development of the genres of poetry, prose fiction, non-fiction, and drama. Using a historical perspective, students study the role of the reader, the surrounding culture, and the language of the text. The course offers students the tools of critical analysis and encourages the pleasures of close reading and the exchange of ideas.

206 – Global Issues in Literature (3)
An introductory course exploring multiple perspectives on a selected global theme or issue as expressed in literature. Attending to the pleasures of literature, the role of the reader, the language of the text, and the social context of literature, the course includes both historical and contemporary texts in traditional and non-traditional forms. It explores the contact zone between Anglo-European perspectives and disparate world cultures outside Western Europe and North America.

243 – Women in Literature (3)
Study of literature by or about women.

245 – Introduction to Film Studies (3)
Equips students to analyze and understand the art of film. Emphasizes narrative film within the Anglophone tradition.

251 – Issues in Literature (3)
Significant literary figures, movements, and topics. Specific topics vary.

295 – Introduction to Literary Studies (3)
An introduction to the rewarding complexities of reading literature. The course introduces students to literary theory and its applications, offers a framework for understanding the historical evolution of literary studies, and introduces students to a range of approaches to the study of texts. The course includes practice in writing commentary on literature. Required for the English major.

300 – Principles of Newspaper Writing (3)
Prerequisite: English 200 or permission of the instructor. Practice in writing, reporting, editing, and laying out various kinds of news stories.

301 – Principles of Magazine Writing (3)
Prerequisite: English 200 or permission of the instructor. Practice in writing, reporting, editing, and laying out various kinds of magazine articles, with emphasis on feature writing.

302 – Introduction to Creative Writing (3)
Prerequisite: English 295 or permission of the instructor. Introduction to writing fiction and poetry. Primary emphasis on developing students' abilities to write creatively, with periodic attention to examples from established writers.

304 – Creative Writing: Poetry (3)
Prerequisite English 302 or permission of the instructor. An intermediate workshop focused on poetic techniques and writing poetry.

305 – Creative Writing: Fiction (3)
Prerequisite: English 302 or permission of the instructor. An intermediate workshop focused on narrative techniques and writing short fiction.

306 – Topics in Writing (3)
Practice in writing in certain styles and forms. Consult Schedule of Courses for specific topics and prerequisites.

307 – The Writing Process (3)
Study and practice of writing as a several-stage process, development of an understanding of what is good writing, development of the ability to criticize constructively one's own writing and the writing of others.

309 – Chaucer and His Age (3)
The study of popular literature in England during the middle ages, with emphasis on Chaucer's Canterbury Tales, Anglo-Saxon heroic narrative, Piers Plowman, and the origins of medieval drama.

310 – The Courtly Tradition in Medieval Literature (3)
Development of courtly literature in medieval England, including Chaucer's Troilus and Creseyde, works of the Gawain poet, love lyrics, and native Arthurian material.

312 – Creative Writing: Non-Fiction
Prerequisite English 295 or permission of the instructor. Primary emphasis on developing students' abilities to write nonfiction creatively, with periodic attention to examples from established writers.

317 – Sixteenth-Century British Literature(3)
Studies in non-dramatic literature of the English Renaissance circa 1485-1600. Substantial discussion of cultural contexts. Authors covered will range from Skelton through Spenser, with particular attention to The Faerie Queene.

319 – Shakespeare: The Early Plays (3)
Shakespeare's early development, focusing on the comedies and history plays.

320 – Shakespeare: The Later Plays (3)
Shakespeare's later development, focusing on the tragedies, problem plays, and final romances.

322 – Seventeenth-Century British Literature (3)
Studies in the non-dramatic literature of the English Renaissance circa 1600-1667. Substantial discussion of cultural contexts. Authors covered will range from Donne through Marvell.

325 – Restoration and Early Eighteenth-Century Literature (3)
British literature from 1660-1740. Poetry, plays, and novels by Dryden, Behn, Swift, Pope, Defoe, Fielding, or others. Emphasis on satire and the birth of the novel.

326 – Late Eighteenth-Century British Literature (3)
Novels, poetry, plays, and nonfiction by such writers as Johnson, Burney, Equiano, Sheridan, Austen, and Blake. Emphasis on cultural controversies

328 - New World Writing in the Colonial Period (3)
Surveys writings from the period of contact, conquest, and colonization in North America, South America, and the Caribbean. Guided by a series of inter-American juxtapositions that highlight parallel histories of early colonial relations, we trace authorial strategies used to negotiate distinct New World identities. Selections range from the fifteenth and sixteenth century travel accounts of European explorers to eighteenth and nineteenth-century narratives of independence throughout the Americas. Topics include pre-Columbian oral traditions, the literature of the encounter, the psychology of the Conquest, race and transculturation, the circum-Atlantic slave trade, and the impact of the Enlightenment on American revolutions.

329 - Literature and Nation-Building in the American Republics (3)
Examines literature from North America, South America, and the Caribbean in relation to the establishment of independent republics and the process of nation-building during the nineteenth century with focus on comparative literary traditions that help to shape national and transnational constructions of identity in multilingual contexts. Selections are based upon parallel development across two or more parts of the western hemisphere or direct cultural exchange across national borders. Topics covered include the sublime in American nature, the emergence of national literary traditions, Native Americans and the conquest of the west, race and miscegenation, democracy and dictatorship, Southern-Caribbean plantation economies, the experience of modern industrial development, and the transcultural foundations of Hispanic Border literature.

335 – British Romantic Literature (3)
Late 18th- and early 19th-century British literature. Emphasis on topical focus points such as the French Revolution and abolition. Writers include Keats, More, Robinson, P. B. Shelley, Wollstonecraft, and W. Wordsworth.

336 – British Victorian Literature (3)
British literature from 1830-1914. Emphasis on topical focus points such as The Woman Question and imperialism. Writers include E. B. Browning, R. Browning, Dickens, C. Rossetti, Tennyson, and Wilde.

338 – British Victorian Novel (3)
This reading-intensive course will cover writers such as the Brontës, Dickens, Eliot, and Hardy. It also may include significant precursors (such as Austen) and/or successors (such as Ford).

340 – Modern British Fiction (3)
Studies in the forms, themes and politics of British fiction, with special emphasis on the genre of the novel, between approximately 1900 and 1945.

342 – Contemporary British Fiction (3)
Studies in the forms, themes and politics of British fiction, with special emphasis on the genre of the novel, from approximately 1945 to the present.

345 – Film, Text, and Culture (3)
Advanced study in narrative and non-narrative films, focusing on the analysis of films as texts and in relation to other texts (literary, visual, musical, etc.). Consideration of film texts as they originate in, and express, human society.

351 – African American Literature (3)
A chronological exploration of poetry, slave narratives, autobiographies, non-fiction, short stories, novels, and plays written by people of African descent in the United States. In addition to its primary focus on literature, the course also explores the interconnections between

African American literature and history, politics, psychology, popular culture, and economics.

353 – Asian American Literature (3)
The study of texts produced by Asian American authors of diverse national or ethnic backgrounds. Introduces Asian American literary criticism and theory.

355 – American Romanticism (3)
Expressions of and challenges to 19th-century American romantic ideology in prose and poetry. May include such writers as Emerson, Fuller, Hawthorne, Alcott, Melville, Whitman, and Dickinson.

356 – American Realism (3)
Exploration of literary realism in American fiction of the 19th- and early 20th-centuries. Includes writers across a spectrum of race, gender, class, and geographical focus, such as Rebecca Harding Davis, Henry James, Charles Chesnutt, Sarah Orne Jewett, and Stephen Crane.

357 – Southern Literature (3)
The literature of the American South, from the nineteenth century through the Modern Southern Renaissance.

358 – Modern American Fiction (3)
Studies in the forms, themes and politics of American fiction, with special emphasis on the genre of the novel, between approximately 1900 and 1945.

360 – The Literature of Resistance (3)
Studies in modern literature dealing with current international socio-political conflicts in such regions as Ireland, the Middle East, and South Africa.

361 – Caribbean Literature (3)
Studies in themes, movements, significant literary figures and problems in twentieth century Caribbean literature.

362 – Women of Color (3)
Studies in themes, movements, significant literary figures and problems in literature concerning twentieth century women of color.

363 – Nobel Laureates of the Non-West (3)
Studies in themes, movements, significant literary figures and problems in the works of the Nobel Laureates from the Non-West.

364 – Contemporary Asian Novel (3)
Studies in themes, movements, significant literary figures and problems in twentieth century fiction of Asia.

365 – Modern Drama (3)
Studies in the development of modern dramatic literature and its aesthetic, political, and performative contexts. The course examines the work of individual dramatists, directors, theorists, and theater scholars.

366 – Modern Poetry (3)
Transatlantic study of the themes, techniques, and forms of modern poets from approximately 1880-1945.

368 – African Literature (3)
Major themes, movements, significant literary figures and problems in twentieth-century African literature.

371 – Contemporary Poetry (3)
Studies in poetic themes, techniques, forms, and theories or movements since 1945, including discussion of social and historical contexts.

372 – Contemporary Drama and Performance Studies (3)
Studies in the forms, themes and politics of contemporary dramatic literature from roughly 1960 to the present, with special emphasis on its relation to competing notions of performance and theatre.

375, 376 – Special Studies (3,3)
Studies in significant literary figures, movements, and topics. Consult Schedule of Courses for specific topics.

378 — Science Fiction (3)
A study of the development of science fiction as literature in a social and historical context, with an emphasis on contemporary works. Students will explore the genre through the major themes and motifs, and as a phenomenon of popular culture.

380 – Practicum in Journalism (1)
Students will review, study, and practice principles of sound journalism in reporting, editing, opinion-writing, and layout and design for the Mary Washington College student newspaper, The Bullet. May be repeated for a total of eight credits; four may be counted in the English major.

381 – British Literature to 1800 (3)
Prerequisite: sophomore standing or permission of the department chair. Survey of British literature from the Anglo-Saxon period to roughly 1800, not including Romanticism.

382 – British Literature from 1800 to the Present (3)
Prerequisite: sophomore standing or permission

of the department chair. Survey of British literature from Romanticism to the present.

385 – Contemporary American Fiction (3)
Studies in the forms, themes and politics of American fiction, with special emphasis on the genre of the novel, from approximately 1945 to the present.

400 – Grellet and Dorothy Simpson Summer Institute in Medieval Studies (6)
Prerequisite: Permission of instructor. An intensive summer institute in a seminar format, this course provides the opportunity for independent undergraduate research on a variety of topics appropriate to medieval studies. Intensive discussion sessions directed by a variety of scholars from inside and outside the College faculty will guide students, ensuring the timeliness and currency of their research.

411 – Studies in Drama (3)
Major problems, themes, movements, or figures in drama. Consult Schedule of Courses for specific topics.

413 – Studies in Poetry (3)
Major problems, themes, movements, or figures in poetry. Consult Schedule of Courses for specific topics.

415 – Studies in the Novel (3)
Major problems, themes, movements, or figures in the novel. Consult Schedule of Courses for specific topics.

445 – Studies in English Literature to 1600 (3)
Significant figures, movements, themes, or problems in English literature to 1600. Consult Schedule of Courses for specific topics.

447 – Studies in English Literature, 1600–1800 (3)
Significant figures, movements, themes, or problems in English literature, 1600–1800. Consult Schedule of Courses for specific topics.

449 – Studies in English Literature, 1800–Present (3)
Significant figures, movements, themes, or problems in English literature, 1800 to the present. Consult Schedule of Courses for specific topics.

450 – Seminar in Chinua Achebe (3)
Movements, problems, and themes in the works of the Nigerian writer Chinua Achebe.

452 – Seminar in South African Literature (3)
Studies in significant figures, movements, problems, and themes in twentieth century literature of South Africa.

455 – Studies in American Literature to 1900 (3)
Significant figures, movements, themes, or problems in American literature through the 19th century. Consult Schedule of Courses for specific topics.

457 – Studies in American Literature, 1900–Present (3)
Significant figures, movements, themes, or problems in American literature of the 20th century. Consult Schedule of Courses for specific topics.

458 – Seminar in American Long Poems (3)
Study of long poems by primarily modern and contemporary American writers and of their complex relationship to epic, lyric, novel, and drama. Includes among its theoretical approaches an overview of genre theory.

460 – Seminar in Critical Theory (3)
Prerequisites: English 295 or permission of the instructor. Significant figures, movements, themes, and methodologies in critical theory. Consult Schedule of Courses for specific topics.

468 – Seminar in Feminist Literary Theories and Criticism (3)
Exploration of the history and evolution of feminist literary theory, the range of feminist approaches to studying literature, and selections of significant applications in published criticism. Reading assignments include selections from theory, criticism, and fiction.

470 – Seminar in Creative Writing (3)
Prerequisites: English 302; 304 or 305; and permission of the instructor. Advanced workshop in creative writing.

472 – Seminar in Praxis: Poetics by Practice (3)
In this seminar, students analyze English meters and forms by the practice of writing in assigned forms. Students also write research papers exploring in depth a modern or contemporary poet's formal choices.

474 – Seminar in John Milton (3)
A study of the writing of John Milton, from his earliest works to Paradise Lost. 478 – Seminar in Oscar Wilde (3) Study of the majority of Wilde's works across the many genres in which he wrote, including his famous plays.

480 – The Peer Tutoring of Writing (1)
Prerequisites: One writing course or writing intensive course beyond English 101, and permission of the instructor. The review and study of principles of effective writing, study of

writing formats and expectations for various disciplines, and training in tutoring fellow students. May be repeated for a total of four credits.

491, 492 – Individual Study (3, 3)
Individual study under the direction of a member of the staff. By permission of the department. Only three credits of individual study may be counted toward the English major.

499 – Internship (1–6)
Supervised off-campus experience, developed in consultation with the department. Up to three credits may be counted toward the English major.

ENVIRONMENTAL SCIENCE

Department of Earth and Environmental Sciences

Grant R. Woodwell, *Chair*
Michael L. Bass, *Career Advisor*

Faculty

Professors
Michael L. Bass
Jodie L. Hayob
Grant R. Woodwell

Associate Professors
Neil E. Tibert
Charles E. Whipkey

Assistant Professor
Ben O. Kisila

The Environmental Science Program

The Environmental Science major promotes the study of our environment and the impact that human activities have on natural systems. Majors may choose either a natural science or a social science perspective according to their interest.

The Natural Science track provides a background in biology, chemistry, and geology. Analytical skills acquired in this program, coupled with an appreciation of socioeconomic considerations, will prepare the student to evaluate environmental problems and work on solutions with the limits of societal resources in mind.

The Social Sciences track focuses on the economic, political, and sociological impact of humans on the environment. This program, coupled with an appreciation of the biotic and physical parameters of the environment, prepares students to evaluate government, industry, and environmentalist positions on environmental issues.

The interdisciplinary nature of the Environmental Science program permits students to select classes from a wide range of course offerings in order to best prepare for personal career goals.

Environmental laws and regulations have produced an increased demand by industry and all levels of government for people trained in the environmental sciences. Both tracks provide a strong background for advanced study or allow placement directly in a variety of career areas. Majors who have the appropriate academic record may use Environmental Science 481 and 491 to pursue Honors in

Environmental Science. Financial support for student research is available.

Equipment for ecological studies in terrestrial, fresh water, and marine environments includes live animal traps, plankton and insect nets, seines, dissolved oxygen, conductivity, and pH meters and GPS instruments. There is access to a small fleet of boats including one equipped for trawling and dredging, and fresh and salt water aquaria. In addition, the Department has modern lab facilities including numerous networked computers equipped with GIS software.

Core Requirements for the Natural Science Environmental Science Major

Forty (40) credits, including Environmental Science 110, 205, 315 and 460; Biology 311 or 322 or Environmental Science 323; Chemistry 211 or 252 or 331 taken with 332 or Environmental Science 325; Geology 111 and 112; 12 credits from courses listed below to form an approved, cohesive program:

Major Electives for the Natural Sciences Track:

Biology 211, 231, 311, 312, 321, 322, 323, 341, 363, 364, 371, 372, 411, 424, 425, 426, 427, 434; Chemistry 211, 212, 252, 317, 318, 319, 320, 331, 332; Economics, 331, 431; Environmental Science 210, 211, 308, 313, 321, 323, 325, 326, 330, 421, 481, 491, 499; Geography, 110, 250, 255, 325, 327, 330, 340, 351; Geology, 210, 211, 221, 301, 311.

Core Requirements for the Social Science Environmental Science Major

Thirty eight (38) credits, including Environmental Science 110, 205, and 460; Biology 210; Chemistry 211 or 252 or 331 taken with 332 or Environmental Science 325; Economics 331; Geology 111 and 112; 12 credits from courses listed below to form an approved, cohesive program:

Major Electives for the Social Sciences Track:

Biology 411, 424, 425, 426, 427; Economics 312, 341, 384, 431; Environmental Science, 210, 211, 308, 313, 315, 321, 323, 325, 326, 330, 421, 481, 491, 499; Geography, 110, 250, 255, 310, 327, 330, 336, 337, 339, 340, 351; Political Science, 350, 354, 355, 362, 366; Sociology 313.

Prerequisite Courses

Biology 121,122 and 210 (natural science track), Chemistry 111 and 112, and Economics 201 and 202 (social science track) are prerequisite to courses in the major program. Political Science 101 and 102 are prerequisites to courses that students may include in the major program. Students expecting to concentrate in Environmental Science should consider taking these courses as general education requirements or as electives.

Environmental Science Course Offerings

110 – Introduction to Environmental Science (3)
Humans and the environment as viewed from the social and natural sciences.

205 – Computer Applications in Environmental Science and Geology (3)
Prerequisite: Geology 112 or Environmental Science 110 This course emphasizes the acquisition of spatial data and their display and manipulation within geographic information system software. The class also includes an introduction to the use of global positioning system instruments for data collection. Cross-listed as Geology 205.

210 – Oceanography (3)
Prerequisite: Geology 111. An introduction to the oceans. Physical and chemical processes affecting seawater; the geology of the seafloor; biological productivity in the oceans; and environmental challenges involving the oceans. Cross-listed as Geology 210.

211 - Oceanography Laboratory (1)
Corequisite: Environmental Science/Geology 210. Laboratory investigation of the chemical and physical properties of seawater; the tides; bathymetric measurements; coastal navigation; and marine biological processes. One or more field trips may be scheduled. Cross-listed as Geology 211.

308 – Environmental Soil Science (3)
Prerequisites: Geology 112 or Environmental Science 110 or Geography 211. An introduction to soil formation processes; soil classification (both basic classification and soil taxonomy); physical properties of soil; soil chemistry; and discussion of soil as an environmental interface.

313- Fluvial Geomorphology (4)
Prerequisites: Geology 112 or Geography 111. Use of both classical (qualitative) and modern (quantitative) geomorphological methods to study and understand fluvial processes acting on the surface of the earth, and how landforms and landscapes created by these processes control the global environment. The class will combine field-based observations with in-class instruction. Cross-listed as Geology 313.

Laboratory.

315 - Hydrogeology (4)
Prerequisite: Geology 112. An introduction to surface water and groundwater flow; the hydrologic cycle; aquifer testing; flow to wells; contaminant transport; and field and laboratory instruments. Cross-listed as Geology 315. Laboratory.

321 – Environmental Impact Assessment (3)
Prerequisite: Environmental Science 110. Application of the principles of environmental science to research, predict and quantify the impacts of human activities on the environment. Legal and regulatory aspects of impact assessment are also considered.

323 – Aquatic Ecology (4)
Prerequisites: Environmental Science 110 and Biology 210. A study of the structure and function of inland water ecosystems which includes the physical, chemical, geological and biological interactions that determine the composition, spatial and temporal distribution and population dynamics of aquatic organisms in various aquatic habitats. Laboratory.

325 – Environmental Geochemistry (4)
Prerequisites: Geology 112 and Chemistry 112. Study of chemical processes operating at or near the surface of the Earth, in bedrock, soils, streams, the oceans and the atmosphere. Particular attention is given to environmental applications. Cross-listed as Geology 325. Laboratory.

326 – Pollution Prevention Planning (3)
Prerequisite: Environmental Science 110. This course provides an examination of the legislative and scientific approaches to reduce pollution. Examples include an evaluation of industry processes, recycling, wastewater, air and solid waste treatment.

330 – Environmental Regulations Compliance (3)
Prerequisite: Environmental Science 110. This course provides an introduction to environmental laws and regulations and the techniques that are applied by environmental professionals to maintain compliance.

421 – Topics in Environmental Science (2–4)
This course will address a special topic in the environmental sciences, such as environmental regulations, environmental soil science, environmental audits, environmental toxicology, and environmental impact assessment. Open to junior and senior Environmental Science majors; others by permission of instructor.

460 – Environmental Science Seminar (2)
Multidisciplinary evaluation of environmental problems. Senior-level seminar for Environmental Science majors; others by permission of the instructor.

481 – Readings in Environmental Science (1–2)
Readings in Environmental Science literature selected by the student, who is guided by a faculty member. Open to junior and senior Environmental Science majors by permission of the department.

491 – Special Problems in Environmental Science (1–3)
Prerequisite: Environmental Science 481. Individual laboratory or field investigation supervised by a faculty member. Open to junior and senior Environmental Science majors with permission of the department.

499 – Internship (Credits variable)
Prerequisite: Junior or senior Environmental Science major in good academic standing with appropriate background. Supervised off-campus experience, developed in consultation with the department.

FIRST-YEAR SEMINAR

100 – First-Year Seminar (3)
Prerequisite: Freshman standing (30 credits or less). The first-year seminar introduces students to the pursuit of intellectual inquiry. Students will study a non-traditional topic in a non-traditional way while exploring the concept of a liberal arts education. Specific topics will vary from course to course. Students in their first year of college/university work who have more than 30 credits (as a result of AP, IB, dual enrollment, and similar sources) are allowed to take the first year seminar, as are students who transfer in as freshmen.

List of First-Year Seminar topics to be offered in 2007 - 2008:

The American Idea of Equality: From Thomas Jefferson to Blue Jeans
Autism in Contemporary Literature and Film
Banned and Dangerous Art
Biological Terrorism: Threat of Reality?
Breaking the DaVinci Code
Celluloid Vampire: Dracula from Page to Screen
Critical Thinking and the Internet
The Mathematics of Chaos
Cold Case: Mystery and History in the Theatre
Computer, Culture, and Thought
Daily Life in Ancient Rome
Documenting Reality: the Rhetoric of Documentary Film
Energy Resources in the 21st Century
Famous scientific discoveries
The French New Wave: Cinema and Society
From Cinderella to Harry Potter: Fairy Tales and Fantasy Literature
Functions, Fantasies, and Fugues for Freshmen
The Games that People Play
Globalization
The Human Animal
International Short Fiction by Women
James Farmer, the Rhetoric of the Civil Rights Movement, and the Great Debaters
Language in Globalization
Literature and Environment in the US and Latin America
Lost and Forgotten Manuscripts of Early Christianity
Mad Scientists, Bad Scientists and Evil Geniuses
Maps and Politics
Music in the Movies
The Mythic Culture of Star Wars
The Other Side of Jamestown: The Indians of Virginia 1600 – 2000
Our Lady of Guadalupe, Mother of Mexico
Pirates, Liars, and Pigeons: Not Your Typical Math Course
Politics, Culture, and the Global Media
A Question of Mind
Reading and Writing Adolescent Literature
Rock/Soul/Progressive: Transatlantic Crossings in Popular Music, 1955 – present
Science Fiction South of the Border
Six Degrees: The Science of a Connected Age
Society and the Environment: Unequal Costs; Lasting Consequences
Stages and Contexts of 9/11: Dramatic Literature and Contemporary History
Travel Writing
Truthiness and Metaphor: From Nietzsche to Comedy Central
The Turing Test: Or, How Do You Know Whether Someone is a Human Being
When Americans Came Marching Home: The Veteran in U.S. History

FRENCH

Department of Modern Foreign Languages

Leonard R. Koos, *Chair*
Marie A. Wellington, *Career Advisor*

Faculty

Professors
James F. Gaines
Marie A. Wellington
Associate Professor
Leonard R. Koos
Assistant Professors
Brooke Donaldson
Scott Powers

The French Program

Through courses in French, students gain linguistic proficiency, as well as understanding of the literatures and cultures of the French-speaking world. Laboratory facilities are used extensively to supplement classroom instruction. Upper-level classes are conducted in French.

Double majors are possible, and non-majors may also take advantage of the language program. Students have the opportunity to reside in a campus residence area in which French is spoken and which sponsors various inter-cultural programs each year. The resident language director of this area is a native speaker of French.

The Department of Modern Foreign Languages cooperates with a variety of overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their foreign study programs. Credits can be accepted from abroad to fulfill major requirements. The French program offers a four-week, UMW faculty-led summer study abroad program in Paris, France which provides French language and culture courses incooperation with the Institut Catholique.

Graduates in French may pursue careers in government or in private fields in which the knowledge of this language and culture is essential, including interpreting, translating, research, social services, education, or international business.

**For information regarding General Education language requirements for students not currently majoring in Modern Foreign Languages, please see page 45 in this Catalog.*

Requirements for the French Major

Thirty-six (36) credits, including French 311, 312, 326, 327, 328, 411, 412, and 481; two courses chosen from French 313, 315, or 316; two additional French literature courses

French Course Offerings

101, 102 – Beginning French (3, 3)
Prerequisite for 102: French 101 or equivalent. Grammar, composition, conversation, reading, laboratory use.

105 – Intensive Beginning French (6)
Grammar, composition, conversation, reading, laboratory use.

201, 202 – Intermediate French (3, 3)
Prerequisite for 201: French 102, or equivalent.
Prerequisite for 202: French 201, or equivalent.
Grammar review, reading, composition, laboratory use, oral work.

205 – Intensive Intermediate French (6)
Prerequisite: French 102 or equivalent.
Grammar review, reading, composition, laboratory use, oral work

311 – Composition (3)
Prerequisite: French 202. Advanced grammar, composition, reading.

312 – Oral Communication and Phonetics (3)
Prerequisite: French 202. Oral skills, phonetics, listening comprehension, conversation.

313 – Business French (3)
Prerequisite: French 311 or 312. Especially designed for those who may be connected with businesses dealing in France or French-speaking countries.

315 – French Culture I: From Medieval to Modern France (3)
Prerequisite: French 311 or 312, or permission of the instructor. The intellectual, political, economic, and social developments of France from the Medieval to the Modern periods.

316 – French Culture II: Contemporary Issues (3)
Prerequisite: French 311 or 312, or permission of the instructor. France's intellectual, political, economic, and social developments since World War II.

326, 327, 328 – Survey of French Literature I, II, III (3, 3, 3)
Prerequisite: 311 or 312. A chronological study of French literature from the medieval period through the late 20th century.

342 – Medieval and Renaissance Literature (3)
Prerequisites: Two segments of the literature survey, or permission of the instructor.

Selections from such genres as the medieval courtly lai and popular fabliau through the sixteenth century nouvelle.

351 – Seventeenth-Century Literature (3)
Prerequisites: Two segments of the literature survey, or permission of the instructor. Corneille, Moliere, Racine, and other representative works.

361 – Eighteenth-Century Literature (3)
Prerequisites: Two segments of the literature survey, or permission of the instructor. Philosophy, fiction, and theatre.

371 – Novel of the Nineteenth Century (3)
Prerequisites: Two segments of the literature survey, or permission of the instructor. Stendhal, Balzac, Flaubert, Zola, and short stories.

372 – Nineteenth-Century Poetry and Theater (3)
Prerequisites: Two segments of the literature survey, or permission of the instructor. Poetry from all periods of the century and some representative theatre.

381 – The Novel of the Twentieth Century (3)
Prerequisites: Two segments of the literature survey, or permission of the instructor. Proust, Robbe-Grillet, Sarraute, Camus, and other representative works.

382 – Twentieth-Century Theater (3)
Prerequisites: Two segments of the literature survey, or permission of the instructor. Artaud, Ionesco, Jarry, Beckett, and other representative works.

383 – Francophone Literature (3)
Prerequisites: Two segments of the literature survey or permission of the instructor. Representative works from the Maghreb, sub-Saharan Africa, the Caribbean, and French Beur literature.

411 – Stylistics (3)
Prerequisites: French 311, 312, and two segments of the literature survey. Analysis and practice of written French styles.

412 – Translation (3)
Prerequisites: French 311, 312, and two segments of the literature survey. Translation theories and techniques.

481 – Senior Seminar (3)
Selected topics. Required of and limited to senior majors.

491, 492 – Individual Study (3, 3)
Intensive study of one or more authors selected in consultation with instructor. By permission of the department.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with the department. No credit toward major

GEOGRAPHY

Department of Geography

Stephen P. Hanna, *Chair*
Joseph W. Nicholas, *Career Advisor*

Faculty

Associate Professors
Dawn S. Bowen
Stephen P. Hanna
Joseph W. Nicholas
Donald N. Rallis
Farhang Rouhani

Assistant Professors
Jacqueline Gallagher
Melina A. Patterson
Brian R. Rizzo

The Geography Program

Geography is the study of the interactions between people and their environments, both human-made and natural. Geographers examine the places and regions resulting from such interactions and analyze the spatial characteristics of all manner of natural, cultural, economic, political processes and relationships. The Geography program at Mary Washington has three areas of emphasis:

Community, Development, and Culture: A focus on how people living in specific places and regions experience and affect social, cultural, economic, and environmental processes. Includes course work in planning and urban geography, local development processes and policies, race and place, human-environment relationships, and regional geographies.

Globalization: A focus on the geographies of globalization and its political, cultural, and economic dimensions. Includes course work in geopolitics, economic and cultural globalization, international development, migration, and regional geographies.

Nature and Society: A focus on the physical and social processes that shape the natural environmental and affect human life. Includes course work in landforms, climatology, human-environment relationships and regional geographies.

In addition all geography majors acquire knowledge and skills in the methods and techniques appropriate for their area of emphasis. These include, but are not limited to: geographic information systems (GIS), cartography, remote sensing, and field methods in both human and physical geography.

The facilities for geographic studies at Mary Washington include a well-equipped laboratory for the study and practice of physical geography, GIS, cartography, and remote sensing, and a large collection of digital maps, aerial photographs, and other geographic imagery. The department hosts a chapter of Gamma Theta Upsilon, the International Geography Honorary Society

Requirements for the Geography Major

A minimum of 35 credits in Geography and related disciplines, including no more than two related-fields courses.

1) Introductory Courses

GEOG 101 OR 102 (3 credits), and GEOG 110 AND 111 (8 credits). Students who have taken both GEOL 111 and 112 can substitute them for GEOG 111, but must still take GEOG 110.

2) Research Methods

Two courses in methods and techniques (6-8 credits), at least one of which must be a geography course, and at least one of which must be at the 300 level. Students may choose from GEOG 250, 255, 340, 351, 365. ANTH 200, MATH 200, SOCG 364, or SOCG 365 may substitute for one geography methods course.

3) Advanced Courses

Three courses in geography (9 credits) chosen from GEOG 300-339, 410, 485, or 491. These will be chosen by the student in consultation with her/his academic advisor to reflect the student's area of emphasis.

4) Senior Seminar

GEOG 490 (3 credits), usually taken during the Fall semester of the senior year, is the required capstone to the major.

5) Electives

Two additional courses (6-8 credits), chosen by the student in consultation with her/his academic advisor to reflect the student's area of emphasis. Any geography course or approved course in related fields fulfills this requirement.

Geography Course Offerings

101 – World Regional Geography (3)
An appreciation of spatial patterns in the distribution of physical and human characteristics of the major regions of the world.

102 – Introduction to Human Geography (3)
An examination of the political, economic, and cultural processes that shape the distribution, spaces, and places of contemporary societies.

110 – Physical Geography I (4)
Foundational concepts of physical geography. Concentration on weather, climate, and world vegetation regions. Laboratory.

111 – Physical Geography II (4)
Prerequisite: Geography 110. Survey of the processes, both tectonic and climatic, that shape the earth's surface. Laboratory.

200 – Topics in Geography (variable 1-4)
Lecture class dealing with a pre-selected topic of current interest. May included laboratory. (May be repeated for credit with change of topic)

205 – Geography and Civilization (3)
Survey of world history focused on geographic concepts, such as spatial interaction, human-environment relationships, mapping, territoriality, and imperialism.

221 – Geography of Eastern North America (3)
Regional geography of the eastern United States and Canada, stressing similarities and differences in land, life, and livelihood.

222 – Geography of Western North America (3)
Regional geography of the western United States and Canada, stressing similarities and differences in land, life, and livelihood.

240 – Natural Hazards (3)
The study of natural hazards from a geographic perspective including physical processes, risk factors, and the vulnerability of populations in both more and less developed countries.

250 – Introduction to Geographic Information Systems and Cartography (4)
An introduction to the principles of GIS and cartography and their use in presenting and analyzing geographic information. Laboratory.

255 – Mobile Geographic Information Systems and Global Positioning Systems (4)
Introduction to the concepts and techniques of field mapping using Mobile GIS and GPS.

300 – The Geography of Australia, New Zealand, and the South Pacific (3)
A study of Australia, New Zealand, and the islands of the South Pacific, focusing on the political, economic, and social development of the region.

301 – Geography of Latin America and the Caribbean (3)
Regional geography of the lands and peoples of Latin America and the Caribbean, with particular emphasis on the cultural, political, economic and historical bonds that unify the region.

303 – Geography of Europe (3)
A geography of the European region, with particular emphasis on cultural, political, economic, and historical forces of unification and disintegration within the region.

304 – Geography of the Middle East (3)
An examination of the Middle East in the world including the political, cultural, social, and economic processes that orient perceptions of and in the Middle East

305 – Geography of Sub-Saharan Africa (3)
A study of Africa south of the Sahara, focusing on the political, economic and social development of the region.

307 – Geography of Asia (3)
A survey of the human and physical geography of Asia with emphasis on the cultural, economic, and political conditions within Asia and the region's relationships with the rest of the world. The course will often focus on one of Asia's subregions.

310 – Human Environment: Perception and Utilization (3)
An examination of the dynamic relationship between humans and the natural environment, with emphasis on natural processes.

325 - Dynamic Climatology (3)
Prerequisite: GEOG 210 or permission of instructor. A study of the atmospheric dynamics that control earth's climates.

327 - Climate Change (3)
An examination of the mechanisms and evidence for climate change over various timescales.

330 – Introduction to Planning (3)
A survey of basic concepts, laws, and methods used in city and regional planning, illustrated with case studies.

331 – Race and Place in America (3)
An analysis of how place and space have shaped our understandings and experiences of race in the United States. Topics include segregation, white supremacy groups, immigration, and how law has interpreted racialized geographies.

332 – Migration Politics in a Globalizing World (3)
An examination of the politics of movement and mobility in international migration and of the spaces created by interactions between migrants, governments, and residents.

336 – Globalization and Local Development (3)
Analysis of the history and current conditions of the world-economy focusing on local-global relationships and on the roles of technologic change, the state, and transnational corporations in explaining the geographies of globalization.

337 – The Nature of Cities (3)
Examination of the multiple intersections between cities and nature, including the environmental explanations for the location of cities, the role of green spaces in cities, ecological models of cities and environmental justice issues.

338 – Geopolitics (3)
An analysis of power, ideology and identity in and across space. The class focuses on how geopolitical theories have changed over time and vary across places and introduces students to critical geopolitics.

339 – Geography and Development (3)
An examination of local and global geographies of uneven development, including a review of theoretical approaches and a spatial approach to cultural, economic, political, and environmental problems of uneven development.

340 – Remote Sensing and Air Photo Interpretation (4)
Prerequisite: Geography 250. Analysis of remotely-sensed images with emphasis on the interpretation of aerial photographs and the use of imagery in geographical research. Laboratory.

351 – Applications of Geographic Information Systems (4)
Prerequisite: Geography 250. Concepts and applications of geographic information systems (GIS). Emphasis on the use of GIS as a method for analyzing and solving geographic problems. Laboratory.

360 – Geographic Study Abroad (variable 1-6)
Travel to a foreign region where students will attend lectures, observe geographic phenomena, and participate in group discussions.

365 – Field Methods in Geography (4)
Prerequisite: 18 hours in Geography. Methods of systematic observation, survey design, interview techniques, mapping, writing reports based on field experience, and exploratory trips to a variety of locales.

410 – Advanced Topics in Geography (variable 1-4).
Advanced seminar dealing with a pre-selected topic of current interest. May include laboratory. (May be repeated for credit with change of topic)

485 – Readings in Geography (variable 1-3)
Prerequisite: Permission of the instructor. Directed readings on a selected topic in geography under the guidance of a member of the geography faculty.

490 – Senior Seminar in Geography (3)
Prerequisite: Senior majors only. An intensive study of one of the subfields of geography, with emphasis on critical reading of the literature and group discussion.

491 – Individual Study in Geography (variable 1-6)
Prerequisite: Permission of the instructor. Intensive individual research of some geographic issue under the guidance of a member of the geography faculty.

499 – Internship (variable 1-6)
Prerequisite: Permission of the instructor. Supervised off-campus experience. Pass/fail only. Does not count toward geography major

GEOLOGY

Department of Earth and Environmental Sciences

Grant R. Woodwell, *Chair*
Jodie L. Hayob, *Career Advisor*

Faculty

Professors
Jodie L. Hayob
Grant R. Woodwell

Associate Professors
Neil E. Tibert
Charles E. Whipkey

Assistant Professor
Ben O. Kisila

The Geology Program

Geology is the scientific study of the Earth including its composition, dynamics, surface processes and history. The Geology major provides broad training and a diverse range of courses appropriate for students interested in pursuing a professional career or graduate studies in the earth sciences and related fields. The program also provides the necessary background for teaching the earth sciences. Geology is an interdisciplinary science and students are encouraged to add courses from other disciplines in order to prepare for personal career goals. Students interested in the fields of paleontology or environmental geology are advised to take appropriate biology classes, whereas courses in chemistry and physics are important in most geological disciplines, such as seismology, hydrology and studies of energy and mineral resources. Students majoring in geology are encouraged to do independent study and research during their senior year. Financial support for student research is available. Qualified geology students may also choose to do an internship with a professional agency during either their junior or senior year. If students have a 3.00 overall grade point average with a 3.25 average in geology courses, they may pursue Honors in Geology by completing an independent research project and writing and defending a thesis.

The Department has modern and well-equipped laboratories in the Jepson Science Center to support and reinforce classroom instruction and to provide opportunities for research. Major equipment items include petrographic microscopes (one with a fluid-inclusion stage), a thin-section machine, an x-ray diffractometer, an energy dispersive spectrometer, magnetic susceptibility instrument and lab facilities for paleontology, sedimentology and geochemistry. The Jepson Science Center also has a scanning electron microscope facility that is shared by the science disciplines. For geological fieldwork, the department has GPS equipment, access to several boats, a core drill, surveying equipment, sediment corers, and for classroom study, an extensive collection of rocks, minerals, and fossils. The department also has numerous fully networked microcomputers and a GIS lab.

Requirements for Geology Major

Thirty-six (36) credits, to include Geology 111, 112, 301, 302, 311, and 412; an additional twelve (12) credits in other geology courses at the 200-level or above. With advisor approval, Chemistry 331 and 332 may be substituted for up to four (4) of these credits.

Geology Course Offerings

111 – Introductory Geology (4)
Introduction to the Earth: topics include mineral and rock composition of the crust and mantle, plate tectonics, earthquakes and volcanoes. Laboratory. Entry-level course.

112 – Evolution of the Earth (4)
Prerequisite: Geology 111. History of the Earth with emphasis on surficial processes, evolution of life, the hydrologic cycle and climate change. Laboratory.

201 – Paleontology (4)
Prerequisite: Geology 111 or Biology 121. Study of the Earth's fossil record with emphasis on the process of organic evolution and the reconstruction of paleoenvironments. Laboratory.

205 – Computer Applications in Environmental Science and Geology (3)
Prerequisite: Geology 112 or Environmental Science 110 This course emphasizes the acquisition of spatial data and their display and manipulation within geographic information system software. The class also includes an introduction to the use of global positioning system instruments for data collection. Cross-listed as Environmental Science 205.

210 - Oceanography (3)
Prerequisite: Geology 111. An introduction to the oceans. Physical and chemical processes affecting seawater; the geology of the seafloor; biological productivity in the oceans; and environmental challenges involving the oceans. Cross-listed as Environmental Science 210.

211 - Oceanography Laboratory (1)
Corequisite: Geology/Environmental Science 210. Laboratory investigation of the chemical and physical properties of seawater; the tides; bathymetric measurements; coastal navigation; and marine biological processes. One or more field trips may be scheduled. Cross-listed as Environmental Science 211.

221 – Environmental Geology (3)
Prerequisite: Geology 111; recommended: Geology 112. Interaction of geologic phenomena and processes with society and the biosphere.

301 – Mineralogy (4)
Prerequisite: Geology 111. recommended: Chemistry 112 . Study of Earth's major rock forming minerals, and those of economic value, in hand sample, microscopic thin section and through field studies. Course is conducted as a mix of lecture and laboratory activities. Laboratory.

302 – Petrology (4)
Prerequisite: Geology 301. Study of metamorphic and igneous processes and important rock types in hand sample, microscopic thin-section and through field studies. Course is conducted as a mix of lecture and laboratory activities. Laboratory.

311 – Sedimentation and Stratigraphy (4)
Prerequisite: Geology 111; recommended: Geology 301. Origin and nature of sediment; depositional environments; principles of seismic stratigraphy; facies models. Laboratory.

313- Fluvial Geomorphology (4)
Prerequisites: Geology 112 or Geography 111. Use of both classical (qualitative) and modern (quantitative) geomorphological methods to study and understand fluvial processes acting on the surface of the earth, and how landforms and landscapes created by these processes control the global environment. The class will combine field-based observations with in-class instruction. Cross-listed as EESC 313. Laboratory.

315 - Hydrogeology (4)
Prerequisite: Geology 112. An introduction to surface water and groundwater flow; the hydrologic cycle; aquifer testing; flow to wells; contaminant transport; and field and laboratory instruments. Cross-listed as Environmental Science 315. Laboratory.

325 – Environmental Geochemistry (4)
Prerequisites: Geology 112 and Chemistry 112. Study of chemical processes operating at or near the surface of the Earth, in bedrock, soils, streams, the oceans and the atmosphere. Particular attention is given to environmental applications. Cross-listed as Environmental Science 325. Laboratory.

335 – Plate Tectonics (4)
Prerequisite: Geology 112. This laboratory course offers a comprehensive study of lithospheric plate movements using information derived from seismology, paleomagnetics, petrology and tectonics. Selected topics also include a historical review of the development of the theory of plate tectonics, geologic and geophysical events at plate boundaries and an evaluation of evidence regarding plate-driving forces. Laboratory.

412 – Structural Geology (4)
Prerequisite: Geology 301. Analysis and interpretation of structural features of the Earth's crust such as folds and faults. Laboratory.

421 – Advanced Topics in Geology (2–4)
Prerequisite: permission of the instructor. Specialized topics not offered on a regular basis.

491 – Individual Study (1–4)
Prerequisite: permission of the instructor. Investigation of a topic which may include laboratory, field work and literature research. Course of study determined by supervising instructor and student.

499 – Internship (Credits variable)
Prerequisite: Junior or Senior Geology major in good academic standing. Supervised off campus experience developed in consultation with the department. A maximum of three (3) credits may count toward the Geology major requirements.

GERMAN

Department of Modern Foreign Languages

Leonard R. Koos, *Chair*
Vera Niebuhr, *Career Advisor*

Faculty

Associate Professor
Vera Niebuhr
Assistant Professor
Marcel Rotter

The Program in German

Through courses in German, students gain linguistic proficiency, as well as understanding of the literatures and cultures of the German-speaking world. Laboratory facilities and electronic resources are used extensively to supplement classroom instruction. Upper-level classes are conducted primarily in German.

Double majors are possible, and non-majors may also take advantage of the language program. Students have the opportunity to reside in a campus residence area in which German is spoken and which sponsors various inter-cultural programs. The resident program director of this area is a native speaker of German.

The Department of Modern Foreign Languages cooperates with a variety of overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their foreign study programs. Credits can be accepted from abroad to fulfill major requirements. UMW also offers a summer program in Germany for advanced students. In Fall 2005, UMW entered a partnership with the University of Erfurt, making it possible for students to study a year or semester there.

Graduates in German may pursue careers in government or in private fields in which the knowledge of this language and culture is essential, including interpreting, translating, research, social services, education, or international business.

**For information regarding General Education language requirements for students not currently majoring in Modern Foreign Languages, please see page 45 in this Catalog.*

Requirements for the German Major

Thirty-two (32) credits in German including German 311; at least two courses chosen from 393, 394, and 395; and additional German courses at the 300- or 400-level.

German Course Offerings

101, 102 – Beginning German (3, 3)
Grammar, emphasis on gaining rapid comprehension and developing fluency in spoken German. Introduction to reading German. Learning to write German.

201, 202 – Intermediate German (3, 3)
Prerequisites: German 102 or equivalent for 201; German 201 or equivalent for 202. Grammar review, concentration on reading for comprehension. Honing of oral skills and writing German. Readings in German 202 focus on global issues.

311 – Introduction to German Literature (4)
Prerequisite: German 202 or equivalent. Emphasizes texts from the nineteenth and twentieth centuries. Close attention paid to form, content, motifs, character analysis, and social and cultural background.

313 – Business German (4)
Prerequisite: German 393 or equivalent
This course provides students with the basic communicative skills in the German language as used in German business and economics. It introduces students to the economic role of the German-speaking countries in the global economy. Topics include German economic geography, German business and economics terminology in finance, the social welfare system, transport system, the structure of corporations, and the code of behavior in the business world. Students will develop their skills in listening comprehension, reading comprehension, speaking, and writing.

317 – German Civilization (4)
Recommendations: two German 300-level courses. Survey of the culture and civilization of the German-speaking areas, with emphasis on Germany.

320 – UMW in Erfurt (4)
Prerequisite: German 202 or equivalent This is a summer course in German language and culture taught on site in Erfurt, with focus on the various forms of artistic and journalistic expression, as well as the geography, history, and social structure of this central area of Germany, Thuringia, the "green heart" of Germany.

375 – German Literature: the Enlightenment through Romanticism (4)
Recommendations: two German 300-level courses. Representative authors such as Lessing, Goethe, Schiller, Kleist, Novalis, Hoffmann,

Brentano, Eichendorff.

376 – German Literature: Post-Romanticism to Turn of the Century (4)
Recommendations: two German 300-level courses. Representative authors such as Heine, Büchner, Grillparzer, Droste-Hülshoff, Hebbel, Storm, Keller, Fontane, Hauptmann.

385, 386 – German Literature of the Twentieth Century (4, 4)
Recommendations: two German 300-level courses. Representative authors such as Hofmannsthal, Mann, Kafka, Brecht, Böll, Frisch, Grass, Handke, Bachmann, Wolf, Arjouni.

393, 394, 395 – Advanced Grammar, Conversation, Composition (4, 4, 4)
Prerequisites: German 202 must be completed before starting this sequence. German 394 is a prerequisite for 395. Intensive written and oral language practice. Designed to expand the student's active vocabulary and help the student develop his or her own style. Emphasis on global issues in 394 and 395.

485 – Seminar in German (4)
Prerequisites: two German 300-level courses. Selected topics in German literature, German cultural studies, or Germanic linguistics.

491, 492 – Individual Study (1-6, 1-6)
Prerequisite: Approval of the instructor.

499 – Internship (1-6)
Prerequisite: Approval of instructor. Supervised off-campus experience developed in consultation with the department. No credit toward major.

GREEK

Department of Classics, Philosophy, and Religion

Craig R. Vasey, *Chair*
Liane R. Houghtlain, *Classics Career Advisor*

Faculty

Associate Professors
Liane R. Houghtalin
Joseph M. Romero
Assistant Professor
Angela L. Gosetti-Murrayjohn

Instruction in Greek

The study of ancient Greek is an appropriate complement to any major in the liberal arts or sciences, and any student may use Greek to satisfy the College's general education requirement for proficiency in a foreign language. While no specific major or concentration in Greek is offered, students may use courses in Greek to fulfill the requirements for a major in Classics. The College is a cooperating institution with the American School of Classical Studies in Athens, and students who study Greek are encouraged to apply to its program.

**For information regarding General Education language requirements, please see page 45 in this Catalog.*

Greek Course Offerings

101, 102 – Elementary Greek (3, 3)
Essentials of ancient Greek grammar and introduction to translating Greek literature.

201, 202 – Intermediate Greek (3, 3)
Prerequisites: Greek 101–102 or equivalent. Readings in ancient Greek prose and poetry.

Prerequisite for all 300- and 400-level Greek courses: Greek 202.

306 – Homer (3)
Selected readings from the *Iliad* or the *Odyssey*.

308 – Tragedy (3)
Selected plays of Aeschylus, Sophocles, and/or Euripides.

309, 311 – Survey of Greek Literature I, II (3, 3)
Survey of ancient Greek literature from the earliest surviving Archaic texts to the end of the Imperial era. May be taken in either order.

451, 452 – Special Studies in Greek Literature (3, 3)
Reading and study of individual Greek authors

or literary genres.

491, 492 – Individual Study in Greek (1–3)
Individual study under the direction of a member of the staff. By permission of the department.

HEALTH EDUCATION

Department of Athletics, Health and Physical Education

Edward H. Hegmann, *Chair*

Instruction in Health Education

Health Education may be taken as an elective by any student.

Health Education Course Offering

100 A – Contemporary Health Issues (3)
Provides up-to-date information about modern health problems confronting people of all ages. Discussion is encouraged to give students the opportunity to share personal experiences, resource materials, and problem-solving techniques. The impact of personal and environmental health problems on society is also covered.

HISTORIC PRESERVATION

Department of Historic Preservation

Douglas W. Sanford, *Chair and Career Advisor*

Faculty

Distinguished Professor and Hofer Chair of Early American Culture and Historic Preservation
Carter L. Hudgins
Professor and Prince B. Woodard Chair of Historic Preservation
W. Brown Morton III
Associate Professors
Douglas W. Sanford
Gary W. Stanton
Director, Center for Historic Preservation
Gary W. Stanton

The Historic Preservation Program

Historic Preservation focuses on the maintenance, conservation, advocacy, and interpretation of historic sites and structures and on cultural resource management. Historic Preservation provides opportunities for students to gain a deeper and richer understanding of America's cultural and ethnic diversity and the ramifications of technological innovation and social change on the quality of life.

Mary Washington was one of the first academic institutions in America to establish an undergraduate curriculum in historic preservation and the first to establish an independent Department of Historic Preservation —now one of the largest undergraduate program of its kind in the nation. The department offers an interdisciplinary major that acquaints students with a broad range of activities, methods, and theoretical perspectives. Students in the program may emphasize historic architecture, architectural or materials conservation, folklore, historical archaeology, preservation planning, material culture, or history museums in their coursework.

Historic Preservation majors explore the theoretical, ethical, and philosophical issues that surround preservation practice. The acquisition of research and analytical skills is stressed and substantial fieldwork, laboratory, or research assignments are woven into most courses. The academic program of the department is strongly enhanced by the research and public education programs of the UMW Center for Historic Preservation.

The historic preservation program is also enhanced by the location of the University in

Fredericksburg, a city with an exceptionally rich history. Intellectual and professional skills are developed through intensive, hands-on involvement in preservation activities in the area, and opportunities exist for similar experience abroad. Students design and fabricate museum exhibits, carry out archaeology projects, conduct architectural surveys, and prepare diagnostic reports for local historic sites, structures and districts. Students interact with the local and University community through the activities of the student-organized Preservation Club.

Special financial assistance is available for historic preservation students through a number of scholarships: the Albert J. Bowley Scholarship, the Garland Gray Foundation Scholarship, the Kathleen M. and Everett M. Geno, Jr. Scholarship, the Anne Bradley Guerrant Scholarship, the Knight Family Scholarship, the Katherine Skinner Leu Memorial Scholarship, the Mansheim Scholarship in Historic Preservation, the Charles S. and Camilla Moody Payne Scholarship, the Annie Fleming Smith Scholarship, and the Ardiena Ann Tromley Scholarship in Archaeology. In addition, historic preservation students are eligible for J. Binford Walford Scholarships, awarded to students who plan to pursue careers in architecture.

Requirements for the Historic Preservation Major

Thirty-nine (39) credits including Historic Preservation 101, 102, 200, 205, 206, 207, 209, 305, 320, and 405; three credits from among 461, 462, 463, 464, 466, or 469; six credits from among 208, 302, 303, 308, 309, 310, 312, 325, 345, 360, 361, 467, 470, 471, and 491.

Historic Preservation 499 is strongly recommended but does not count toward requirements for the major.

Historic Preservation Course Offerings

101 – The American Heritage (3)
Survey of America's architectural, cultural, and historical resources; analysis of the historic, social, economic, political, and environmental forces from both "the Old World" and "the New World" which have shaped them.

102 – Preserving Historic America (3)
Survey of the history of historic preservation and the practice of historic preservation with emphasis on the legislation, policies, and methodologies that form our present national, state, and local preservation system.

200 – The History Museum (3)
Survey of the history, philosophy, and management of history museums, including curatorship and public interpretation.

205 – Documentation and Fieldwork (3)
Prerequisites: Historic Preservation 101. Methods of documentation and analysis of historic sites and structures through historical research, measured drawings and photographs.

206 – Introduction to American Folklore (3)
General survey of the forms of folklore found in the United States in the twentieth century along with the methodologies and theoretical perspectives used in the analysis of folk forms.

207 – American Archaeology (3)
Introduction to field and laboratory methods and interpretive issues of North American archaeology, with emphasis on historical archaeology.

208 – Introduction to Conservation (3)
Overview of conservation as a specialized professional discipline, including the field's history, ethics, and common practices for documentation, stabilization, analysis, and treatment.

209 – Planning History and Practice (3)
Introduction to the theories, methods and practical applications involved in the field of planning at the state and local level.

302 – Preservation Law (3)
Prerequisite: Historic Preservation 102. Examination of the development and application of preservation law and policy in the United States, through the analysis of case law, legislation, and private techniques.

303 – Archives and Society (3)
Examination of the theory and practice of archival work, including the paleography, preservation, and cataloging of manuscript collections.

305 – American Building (3)
Prerequisites: Historic Preservation 205 and Art History 114 or 115. Intensive overview of the evolution of American building from early dwellings and towns to the glass and steel towers that dominate post-modern skylines. Special emphasis is given to building materials, technologies, and the development of structural systems.

308 – Cultural Resource Management (3)
Prerequisite: Historic Preservation 102. Examination of how historic preservation

services are provided in legal and contractual contexts within the public sector. Topics include resource assessment, organizational management, proposals and budgets, and ethics.

309 – Preservation and Land Use (3)
Prerequisites: Historic Preservation 102. Survey of current land use issues and the impact on cultural resources.

310 – The Decorative Arts (3)
Survey of the styles and uses of furniture and other decorative arts in America from the 17th century to the present, with emphasis on object research.

312 – Landscape Preservation (3)
Prerequisite: Historic Preservation 102. Examination of European landscape precedents, influential landscape architects and landscape preservation issues today.

320 – American Forms and Values (3)
Prerequisite: History 131 or 132. Interpretation and analysis of material culture in pre-industrial and modern American societies, with emphasis on research perspectives and methods.

325 – Vernacular Architecture in America (3)
Prerequisite: Historic Preservation 205. A seminar in the research models, methods and theoretical approaches used to study commonplace architecture in the United States.

345 – Computer Applications in Historic Preservation (3)
Prerequisite: Historic Preservation 205. Introduction to the major applications of computer technology in Historic Preservation, including development of database structures, documentation using vector drawings, and the employment of geographic information systems for spatial analysis. Through projects that are specific to the practice of historic preservation students gain new means of documenting, interpreting and analyzing cultural resources.

360 – International Preservation (3)
Prerequisite: Historic Preservation 102. Examination of the origins and programs of major international preservation organizations such as UNESCO, ICOMOS and ICCROM and a survey of international preservation practice and projects in countries around the globe.

361 – Historic Preservation Administration (3)
Prerequisite: Historic Preservation 102. Introduces basic principles of the administration and management of cultural resources in the United States. Throughout the semester, students participate in group discussions with leaders of historic preservation organizations at the national, state, regional and local levels.

405 – Survey and Preservation Planning (3)
Prerequisites: Geography 102, 221 or 222 and Historic Preservation 209 and 305. An intensive survey and research-based study of preservation planning, with emphasis on the identification and analysis of sites and structures in their geographical, historical, and socio-economic contexts.

461 – Laboratory in Architectural Conservation (3)
Prerequisite: Historic Preservation 305. Examination of the fundamental principles of architectural conservation related to the effects of time, gravity, humidity, temperature and light on building materials. Fieldwork monitoring and analysis of deterioration in historic buildings, including masonry, wood, metal and coatings.

462 – Laboratory Methods in Archaeology (3)
Prerequisite: Historic Preservation 207. Laboratory procedures for the processing, identification, analysis, and conservation of artifacts, with emphasis on quantitative analysis and collections management.

463 – Laboratory in Museum Design and Interpretation (3)
Prerequisite: Historic Preservation 200 or permission of instructor. Examination of the principles of museum exhibit design and interpretation, including participation in exhibit preparation.

464 – Laboratory in Public Folklore and Cultural Conservation (3)
Prerequisite: Historic Preservation 206. Intensive examination of the philosophy, practice, and ethics of public programs in folk art, folklore, and cultural conservation programs.

466 – Laboratory in Archaeological Materials Science (3)
Prerequisite: Historic Preservation 208. Introduction to the chemistry, processing, and properties of the main materials encountered by archaeologists, conservators, and museum curators, such as glass, ceramics, and metals.

467 – Field Methods in Archaeology (4)
Prerequisites: Historic Preservation 207 and permission of the instructor. Fieldwork-intensive introduction to the techniques

for sampling, excavating, recording, and interpreting archaeological sites. Summer only.

469 – Laboratory in Preservation Planning (3)
Prerequisite: Historic Preservation 405. This laboratory course expands on the methods and information learned in HISP 405 by providing students with practical experience in preservation planning at the local level.

470 – Historic Preservation in Scotland (3)
Introduces students to the historic resources and to the public and private systems for historic preservation in Scotland. Participants investigate the principal Scottish preservation organizations, methodologies, and standards. Participants conduct an intensive fieldwork project in the historic town of Cromarty. The course is conducted jointly by the University of Mary Washington and the Robert Gordon University, Aberdeen, Scotland. Summer only.

471 – Special Studies in Historic Preservation (3)
Seminar on a topic in historic preservation.

491 – Individual Study in Historic Preservation (Credits variable)
Prerequisite: permission of the instructor. Intensive individual investigation of a significant research problem under the direction of a faculty member.

499 – Internship in Historic Preservation (Credits variable)
Prerequisites: Historic Preservation 101, 102, additional course work in Historic Preservation appropriate for the internship, and permission of the instructor. Field experience with a preservation- related institution or group outside the University. Does not meet major requirements.

HISTORY

Department of History and American Studies

Carter L. Hudgins, *Chair*
Porter R. Blakemore, *Career Advisor*

Faculty

Distinguished Professor and Rector and Visitors Chair
William B. Crawley, Jr.
Distinguished Professor and Hofer Chair of Early American Culture and Historic Preservation
Carter L. Hudgins
Professors
Claudine L. Ferrell
Bruce R. O'Brien
Allyson M. Poska
Associate Professors
Porter R. Blakemore
Jeffrey W. McClurken
Arthur L. Tracy
Assistant Professors
Nabil Al-Tikriti
Susan Fernsebner
Steven Harris
Krystyn Moon

The History Program

The History curriculum is widely diversified by topic and by approach and offers an extensive range of courses from ancient to modern times in American, European, Latin American, Middle Eastern, and Asian history. Among the distinctive features of the history curriculum are, first, sequences in Western Civilization and United States history that satisfy General Education Requirements, and, second, First Year Seminars for entering freshmen with AP credit in European or United States history.

The History major itself is distinctive for two required courses which are particularly germane to student development of independent, critical judgment based on historical skills: Introduction to the Study of History prepares majors in the critical evaluation of historical arguments, research, organization and analysis of historical data, and historical writing. This course is essential preparation for upper level lecture courses and seminars and for the senior course Historical Research. This capstone course provides an opportunity to complete a historical research project working one-on-one with a member of the history faculty. An internship option enhances the program by granting credit for history-related, career-oriented work outside the classroom.

The goal of the History program is to produce graduates with a command of factual and conceptual knowledge of the past; the analytical methods that historians use to recover, research, and write about the past; and well-honed writing and speaking skills. Graduates of the history program go on to a wide range of careers in which the ability to understand and solve historical problems, and in which skills of independent, critical judgment based on historical knowledge, are useful. Because the practice of history requires the ability to analyze and communicate ideas clearly as well as to retain factual information, it is an ideal preparation for law school, for a business career, for a career in library or archival work, or for journalism or media research.

Honors in History at Graduation requires a 3.5 Grade Point Average in the major and superior work in History 485, Historical Research, or 486, Historical Research Abroad. A departmental Honors Committee determines final approval for Honors.

Phi Alpha Theta, the national history honorary society, enriches the quality of the History program and offers opportunities to participate in social and educational activities.

Requirements for the History Major

The history major requires completion of 36 credits: 6 credits from one of the survey sequences (HIST 121-122, *or* HIST 131-132, *or* HIST 141-142); HIST 299; 18 credits at the 200-level or beyond; 9 credits at the 400 level, 3 of which must be HIST 485 or 486 and 3 of which may be HIST 491 (Individual Study). Internships (HIST 499) are encouraged but do not count in the major.

History Course Offerings

121 – Western Civilization I (3)
From ancient Near Eastern origins through classical Greece and Rome, the Middle Ages and the Renaissance and Reformation Era to the seventeenth century.

122 – Western Civilization II (3)
From the seventeenth century through the Age of Absolutism, the Enlightenment, and the French Revolution to the era of nationalism and industrialism and the modernism of the twentieth century.

131 – American History to 1865 (3)
The Age of Discovery and the Colonial Era through the American Revolution, nation building, the rise of the party system, slavery, and the Civil War.

132 – American History Since 1865 (3)
Reconstruction, the emergence of industrialism, the development of world power status through the World Wars, and post-1945 trends.

141 – Asian Civilization I (3)
Asian civilization from its origins in India, China, Japan, and other societies through 1500 AD; emphasis on social, intellectual, and technological change in the development of the culture and history of the area.

142 – Asian Civilization II (3)
Asia in the modern era, 1500 AD to present, the age of Western expansion and penetration and the social, political, economic, and intellectual transformation of the nineteenth and twentieth centuries.

200 – Topics in History (3)
Listed in the Schedule of Courses, chosen according to timely interest.

201- First Year Seminar in European History (3)
Topical seminar for freshmen who enter with a score of 4 or higher on AP European history.

202- First Year Seminar in American History (3)
Topical seminar for freshmen who enter with a score of 4 or higher on AP American history.

299 – Seminar: Introduction to the Study of History (3)
Prerequisite: History 121, 122; 131, 132; or 141, 142, and major status. Introduction to what history is and what historians do, focusing on historiography, research, and writing.

303 – The American South (3)
Slavery and the plantation system, rise of sectionalism, Civil War and Reconstruction, the era of segregation, and the civil rights movement.

304 – The Civil War (3)
Development of Southern nationalism and the Confederacy; emphasis on social, economic, and political as well as military aspects of the War.

311, 312 – History of Virginia (3, 3)
First semester, English origins and colonial developments through the revolutionary era; second semester, Jeffersonian period to the present.

313 – African American History through 1865 (3)
A survey of the African American experience in the British colonies in North America and

in the early United States from African roots through the Civil War, with a focus on the experience of both slaves and free blacks.

314 – African American History since Slavery (3)
A survey of the African American experience since emancipation in 1865; covers segregation and lynching, black nationalism, the Great Migration, and the civil rights movement.

318 – The American Revolution (3)
Overview of the cultural, economic, political and social factors that fueled movement toward rebellion and independence.

320 – The Gilded Age (3)
Urbanization, industrialization, immigration, reform movements, and development in law, family, recreation, race, and labor from the Civil War to the turn of the 20th century.

321 – The Progressive Era (3)
A survey of the first quarter of the twentieth century; covers reform efforts, and World War I, as well as developments in law, recreation, race, business, and labor.

325 – Technology and Culture (3)
Development of American technology and its relation to U.S. culture from the colonial period to the present.

327 – U.S. Women's History to 1870 (3)
Significant cultural, economic, and political developments that shaped the lives of women in the United States from the precolonial period to the passage of the 15th Amendment.

328 – U.S. Women's History since 1870 (3)
Women in the United States from the passage of the 15th Amendment to the present.

331 – History of Ancient Greece (3)
Greek history from Mycenae and Homer to the Hellenistic kingdoms; emphasis on primary source criticism.

332 – History of Ancient Rome (3)
Mythic origins of the city to the barbarian invasions; emphasis on primary source criticism.

334 – Early Modern European Women's History (3)
Explores key areas of European women's lives, including family life, religion, sexuality, and witchcraft, from 1300-1700.

335 – The Renaissance (3)
Provides an in-depth look at the intellectual, political, social and artistic developments in Europe known as the Renaissance.

336 – The Reformation (3)
Provides an in-depth look at the religious, intellectual, and social developments of the sixteenth and seventeenth centuries.

341, 342 – Europe in the Middle Ages (3, 3)
First semester, conversion of Constantine to the last Viking raids; second semester, Investiture crisis to the Italian Renaissance.

349 – History of the British Isles (3)
Ireland, England, and Wales from prehistory to the 20th century, emphasizing interaction of cultures in the British Isles and throughout the British Empire.

353, 354 – History of France (3, 3)
First semester, Gaul and the Franks to French Revolution and Napoleon; second semester, Restoration Era to de Gaulle.

356 – History of Germany (3)
From the early nineteenth century to the present, with emphasis on the era of Bismarck, World War I, the Weimar Republic, the Third Reich, and the Cold War.

357, 358 – History of Russia (3, 3)
First semester, Kiev, Muscovy, and Imperial Russia to 1856; second semester, the last Romanovs, Revolution, and Soviet Period.

360 – History of Spain (3)
The history of Spain and its political, economic, and social evolution.

361, 362 – History of Latin America (3, 3)
First semester, native cultures, Spanish conquest, and colonial institutions; second semester, nineteenth and twentieth centuries.

364 – History of Japan (3)
Social, political, and intellectual development from the earliest times to the present; emphasis on the rise of Japan to world power.

365, 366 – History of China (3, 3)
Social, political, and intellectual development from the earliest times to the present; emphasis on the rise of modern nationalism, Maoist period.

371, 372 – European Diplomatic History (3, 3)
First semester, development of the modern state system from the Thirty Years War to the middle of the nineteenth century; second semester, from the unification of Germany through the two World Wars to the Cold War.

375 – Military History (3)
The art of war and its impact on society from the seventeenth century to the present;

analysis of military developments in terms of organization, technology, and strategy.

377 – The Second World War, 1939-1945 (3)
In-depth study of the origins, conduct, and consequences of the war with emphasis on its political, diplomatic, economic, and military aspects.

380 – United States Since 1945 (3)
Emphasis on major issues of the postwar era, including the Cold War, McCarthyism, civil rights movement, Vietnam, black militancy, and feminism.

381 – Europe Since 1945 (3)
Cold War, national developments, the Common Market, colonial independence movements, and the collapse of the Soviet empire.

382 – Far East Since 1945 (3)
Cultural, social, economic, and political developments in modern China, Japan, and Korea with emphasis on relations of those countries with United States and Russia.

390 – The United States and Vietnam (3)
Political, diplomatic, military, economic, and cultural study of Vietnam and of the United States' role in Indochina.

416 – American Legal History (3)
Prerequisite: junior or senior status. A study of politics, society, and economics through the mirror of law. Covers such issues as property, the family, and the legal profession.

417 – American Constitutional History (3)
Prerequisite: junior or senior status. Major cases, questions, and issues from the revolutionary period through the twentieth century.

420 – The Great War, 1914-1918 (3)
Prerequisite: History 299. The war's origins, its political and military leadership, the various land and sea campaigns, war poetry, the war's cultural legacy, the role of women, and peacemaking.

421 – Nazi Germany (3)
Prerequisites: History 299 and junior or senior status. German history from 1933-1945, including Hitler's rise to power, the causes of the 1939 war, the campaigns of World War II, the Holocaust, war crimes, and continuing Nazi legacy.

422 – 20th Century American Presidents (3)
Prerequisites: History 299 and junior or senior status. Investigates American chief executives through tumultuous decades of the 20s-60s.

426 – Nineteenth-Century American Families (3)
Prerequisites: History 299 and junior or senior status. U.S. family from the Revolution through the early twentieth century comparing idealized to actual families by exploring regional, class, and ethnic differences.

431 – The World of Late Antiquity (3)
Prerequisites: History 299 and junior or senior status. The Mediterranean world in a period of military collapse, barbarian invasion, intellectual revolution, and religious ferment.

435 – Daily Life in Early Modern Europe (3)
Prerequisites: History 299 and junior or senior status. The daily life of ordinary people in Europe during the early modern period (1350-1700), examining topics such as childbirth, literacy, disease, sexuality, and work.

444 – American Slavery (3)
Prerequisite: History 299 and junior or senior status. Slavery in America from its African origins to its demise during the Civil War.

451 – Anglo-Saxon England (3)
Prerequisite: History 299 and junior or senior status. England from the 5th- century migrations of Angles and Saxons to the Norman Conquest.

455 – Forgery and History (3)
Prerequisite: History 299 and junior or senior status. Investigates circumstances and consequences of forgery in its historical context from the Hellenistic period (3rd century BCE) to the 20th century.

462 – Women in Latin America (3)
Prerequisites: History 299 and junior or senior status. Role of women in Latin American society from the preconquest period to the present.

471 – Special Studies in History (3)
Prerequisites: History 299 and junior or senior status or permission of the instructor. Topical Seminars. See Schedule of Courses each semester.

485 – Historical Research (3)
Prerequisites: senior status and faculty approval of research topic. Capstone research and writing course involving the in-depth investigation of a subject under close supervision by a member of the department.

486 – Historical Research Abroad (3)
Prerequisites: senior status and faculty approval of research topic. Capstone research and writing course conducted in foreign archives

under close supervision by a member of the department.

491 – Individual Study (3)
Prerequisite: permission of the instructor. Individual investigation of a subject of historical significance, directed by a member of the department.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with the department.

INTERDISCIPLINARY

These courses, designed to illustrate the interrelatedness of human knowledge, are taught by faculty members from several disciplines.

Interdisciplinary Course Offerings

202 – Introduction to Women's Studies (3)
This course explores questions about sex and gender roles and conceptions of male/female experience. It uses texts and videos from several disciplines, sometimes supplemented by guest lectures.

203 – Introduction to Ethnic Studies (3)
This course introduces students to the study of ethnicity in the United States through analysis of the historical experiences of ethnic groups and examination of the origins, nature, dynamics, and complexity of ethnic identification and relations.

204 – International Cinema (3)
Study of the development of world cinema from the late nineteenth century to the present.

205 – Perspectives in Sexuality (3)
This course is designed to examine the theoretical and social implications of lesbian and gay histories, politics, geographies, cultures, arts, and identities. It is interdisciplinary in scope and content, reflecting upon and drawing from the disciplines of history, psychology, sociology, geography, the arts, literature, and women's studies.

300 – Interdisciplinary Topics (3)
Topics offered under this heading are designed to supplement and enhance the programs of various departmental majors.

301 – Sport Psychology (3)
Prerequisite: Psychology 100. This course investigates the application of psychological principles to sport and sport performance.

350 – Study Abroad (1–6)
Interdisciplinary study of a selected area abroad, combining lectures, readings, discussion, and experiential learning.

491 – Individual Study (1–3)
Prerequisite: Permission of the instructor. This individual study is only available for students who have an approved Special Major Program. Individual investigation of a subject appropriate to the special major, directed by a member of the faculty. The registration form must be signed by both the directing faculty member

and the official advisor of the student's special major.

499 – Internship (1–6)
Prerequisites: permission of the instructor and special major adviser. Supervised off-campus experience appropriate to the special major, directed by a member of the faculty, following guidelines set by the University for internships. Only available to students with approved special majors. Credits will count in the special major.

INTERNATIONAL AFFAIRS

John M. Kramer, *Chair and Career Advisor*

Faculty

Distinguished Professor
John M. Kramer

The International Affairs Program

The interdisciplinary major program in International Affairs is designed to provide the student with a broad knowledge of the contemporary international system as well as with specific expertise in a given geographic area and/or academic discipline. To this end, the major combines required courses that examine international affairs from a variety of disciplinary perspectives (i.e., economics, geography, history, and political science) with related field courses that permit students to pursue in depth their particular geographical and/or disciplinary interests. Students majoring in International Affairs have ample opportunities to pursue internships with the numerous governmental agencies and private "think tanks" located in Washington, D.C., which focus on different aspects of contemporary international economic, political, and social issues.

Career opportunities for the major in International Affairs range from such traditional areas as work with government or private agencies engaged in research on foreign policy or intelligence issues to such new and rapidly expanding areas as employment with multinational corporations or international banking institutions.

Requirements for the International Affairs Major

Thirty-nine (39) credits, to include Political Science 321, 350, 356; Economics 382 or 384; History 371 or 372; Geography 336 or 338; additional 21 credits to be chosen by student and advisor from the following disciplines: Economics, French, Geography, German, History, Italian, Political Science, Russian, Spanish.

Additional Foreign Language Requirement:
Option A—completion of two languages through the intermediate level.

Option B—at least six credits in one language at the advanced level.

International Affairs Course Offerings

471 – International Affairs Seminar (3)
Intensive reading and group discussion of selected topics in international affairs.

491 – Individual Study in International Affairs (3)
Directed individual research on approved problems in international affairs.

499 – Internship (Credits variable)
Supervised off-campus experience. Up to 6 credits can be applied to major.

ITALIAN

Department of Modern Foreign Languages

Leonard R. Koos, *Chair*

Faculty

Assistant Professor
Federico Schneider

The Program in Italian

Through courses in Italian, students gain proficiency in understanding, reading, writing, and speaking this language. Laboratory facilities are used extensively to supplement classroom instruction. Upper-level classes are conducted primarily in Italian. The program is complemented by courses on literature, culture, and civilization, some of which are taught in English, to give students with different backgrounds an opportunity to benefit from these offerings. Any student may use Italian to satisfy the University's general education requirement for proficiency in a foreign language. A special major in Italian Studies is possible for students who wish to make application. Double majors are possible, and nonmajors may also enter the language program. Students have the opportunity to reside in a campus residence area in which Italian is spoken, and which sponsors a variety of activities. The resident program coordinator is always a native speaker of Italy. Graduates in Italian Studies may pursue careers in fields in which knowledge of this language and culture is essential, including interpreting, translating, research, art history, music, fashion, design, historic preservation, and international business.

The University operates, in cooperation with the Universita Cattolica di Milano, a four-week, summer study abroad program in Orvieto, Italy.

**For information regarding General Education language requirements, please see page 45 in this Catalog.*

Italian Course Offerings

101, 102 – Beginning Italian (3, 3)
Grammar, composition, conversation, reading, laboratory use.

201, 202 – Intermediate Italian (3, 3)
Grammar review, reading, oral work, laboratory use.

291, 292 – Studies in Language (3, 3)
Reading, conversation, and composition in Italian with emphasis on communication and analysis of language through lectures and discussions.

300 – Topics in Italian Culture (3)
Important literary works and authors, ideas, movements, and institutions in Italian culture.

316 – Society and Civilization (3)
Literary, social, and cultural history of the Italian people from the Renaissance to the 20th century.

373 – Nineteenth-Century Literature (3)
Includes Manzoni, Foscolo, Leopardi, D'Annunzio, Verga, Pascoli, Carducci, Nievo.

381, 382 – Modern Italian Literature (3, 3)
From Pirandello to Montale; prose and poetry of Gozzano, Svevo, Ungaretti, Moravia, Carlo Levi, Cardarelli, Palazzeschi, Buzzati, Silone, and others.

383 – Modern Italian Literature (3)
A study of modern Italian works, including selections from Ungaretti, Moravia, Carlo Levi, Buzzati, Silone, Pasolini, Calvino, and others.

395 – Italian Literature in Translation: Dante's Divine Comedy (3)
Taught in English. A thorough study of the Divine Comedy in its historical and cultural background.

396 – Italian Literature in Translation: Masterpieces of the Renaissance (3)
Taught in English. A study of major Renaissance authors. Petrarch, Boccaccio, Cellini, Ariosto, Castiglione, Tasso, Machiavelli, etc.

491, 492 – Individual Study (3, 3)
Intensive study of one or more authors selected by student in consultation with advisor.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with the department.

LATIN

Department of Classics, Philosophy, and Religion

Craig R. Vasey, *Chair*
Liane R. Houghtalin, *Career Advisor*

Faculty

Associate Professors
Liane R. Houghtalin
Joseph M. Romero
Assistant Professor
Angela L. Gosetti-Murrayjohn

The Program in Latin

The study of Latin is an appropriate complement to any major in the liberal arts or sciences, and any student may use Latin to satisfy the College's general education requirement for proficiency in a foreign language. Students wishing to major may choose a concentration in Latin within the Classics major. The College is a member of the Intercollegiate Center for Classical Studies in Rome, and students who major in Latin are encouraged to apply to its program; some financial aid is available.

While some majors include teacher licensure in their schedule, others combine their concentration in Latin with a second major in a related field such as history, philosophy, religion, English, business, or modern foreign languages. With such a background, graduates have a wide range of opportunities after college, including museum work, archaeology, graduate study, teaching, and translating. In recent years, Latin majors have been unusually successful in obtaining high school teaching positions and in gaining admission to graduate and professional schools.

For information regarding General Education language requirements, please see page 45 in this Catalog.

Requirements for Latin Concentration in Classics Major

Thirty (30) credits including CLAS 101, LATN 430, at least fifteen additional credits in Latin courses beyond the intermediate level, and at least nine credits in approved courses relating to Classical Civilization. Approved courses are any upper-level Latin course; any Greek course; any Classics course; ARTH 114, 305, 310, 311; CPRD 299; CPRD 301, 302, 331 (all with permission); ENGL 319, 320; HIST 331, 332; ITAL 395; PHIL 201, 310, 311; RELG 206, 211, 231 (with permission), 306, 331 (with permission), 341 (with permission).

Latin Course Offerings

101, 102 – Elementary Latin (3, 3)
Essentials of Latin grammar and introduction to translating Latin literature.

201, 202 – Intermediate Latin (3, 3)
Prerequisite: Latin 102, two units of secondary school instruction in Latin, or placement by departmental exam. Readings in Latin prose and poetry.

Prerequisites for all 300- and 400-level Latin courses:
Latin 202, four units of secondary school instruction in Latin, or placement by departmental exam. Latin 451, 452, 491, 492 also require permission of the Classics faculty.

305, 307 – Survey of Latin Literature I, II (3, 3)
Survey of Latin language and literature from the earliest inscriptions to the end of secular Roman writing. Introduction to materials and methods for the study of classical literature. May be taken in either order.

352 – Roman Drama (3)
Selected plays of Plautus, Terence, and/or Seneca.

353 – Cicero (3)
Readings selected from Cicero's letters and/or orations.

354 – Lyric and Elegiac Poetry (3)
Readings from Catullus, Propertius, and Tibullus.

355 – Roman Historical Writing (3)
Selected readings from Roman historians.

356 – Vergil (3)
Readings from the *Eclogues*, *Georgics*, and/or *Aeneid.*

357 – Horace (3)
Readings from the *Odes* and *Epodes.*

358 – Ovid (3)
Selected readings from Ovid's epic and/or elegiac poems.

430A – Advanced Latin Grammar and Composition (3)
An in depth study of Latin grammar through composition. Required of all Classics majors concentrating in Latin.

432 – Roman Philosophical Thought (3)
Readings from Lucretius, Cicero, and/or Seneca.

434 – Roman Satire (3)
Readings selected from the satires of Horace and Juvenal.

451, 452 – Special Studies in Latin Literature (3, 3)
Reading and study of individual Latin authors or literary genres.

491, 492 – Individual Study in Latin (1–3)
Individual study under the direction of a member of the staff. By permission of the Classics faculty.

LIBERAL STUDIES

Claudine L. Ferrell, *Director of the BLS Program and Professor of History.*

The Bachelor of Liberal Studies Program

The Bachelor of Liberal Studies program is designed for persons six or more years out of high school who want to major in a traditional arts and sciences discipline. This degree program offers greater flexibility for adult students because it does not require full-time study, extended residence at the University, physical education, or foreign language requirements (unless one is majoring in a foreign language). More than 30 majors and concentrations in the liberal arts and sciences (not including Business Administration) are available to B.L.S. students, including options to double major or create a self-designed/ interdisciplinary major. (Students interested in business are encouraged to apply for admission to the Bachelor of Professional Studies program at the College of Graduate and Professional Studies.)

Requirements for the B.L.S. degree are presented on pages 50-51 of this Catalog. B.L.S. students are encouraged to complete Liberal Studies 100, Orientation. Others may wish to enroll in Liberal Studies 101, Portfolio Development, for assistance in developing portfolios that document learning gained through life and work for possible conversion to academic credit.

Bachelor of Liberal Studies Courses

100 – Orientation (1)
An introduction to the BLS program, study skills, time management, library use, and common issues facing adult students. Open only to BLS students.

101 – Portfolio Development (1)
Techniques for identifying, defining, and presenting experiential learning for assessment. Open only to BLS students.

LIBRARY SCIENCE

Administrative Faculty

University Librarian
LeRoy S. Strohl, III
Stafford Campus Library Manager
Jami Bryan
Cataloger
Charles Balthis
Collection Development
Rebecca Elswick
Serials Management Librarian
Donna Hudgins
Reference and Humanities Librarian
James Bales
Reference and Sciences Librarian
Renee Davis
Reference and Social Science Librarian
Charlotte Jones
Archivist/Special Collections Librarian
Carolyn Parsons
Systems Librarian
Timothy Newman
Assistant Systems/Reference
Thomas McNulty

Library Science Instructional Program

Convinced that the library is an integral part of the University's educational program, the library faculty offers a wide variety of services to develop students' competence in library use and their understanding of the increasingly complex world of information. These programs include assistance to classes on research projects, classroom instruction in the use of automated information retrieval systems, specialized departmental instruction and individual patron assistance.

Library Science Course Offerings

101 – Library and Internet Resources (1)
An introduction to University provided library resources with an emphasis on techniques of research, particularly on the World Wide Web. Students learn the basics of library and information literacy and become proficient in finding, using, and evaluating information in both print and electronic formats.

LINGUISTICS

Department of English, Linguistics, and Speech

Teresa A. Kennedy, *Chair*
Christina Kakavá, *Career Advisor*

Faculty

Professor
Christina Kakavá
Associate Professor
Judith A. Parker
Assistant Professor
Paul D. Fallon

Instruction in Linguistics

Courses in linguistics offer the student an understanding of the fundamental structure and processes of language, and a focus on how we use language in different forms of communication from infant babbling to conversation and literature. Linguistics courses are a valuable complement to any major that deals with language, literature, the human mind and cognition, sociology, or education.

Linguistics Course Offerings

101 – Introduction to Linguistics (3)
Introduction to fresh perspectives on linguistic theory and applications. The course focuses on such diverse topics as animal communication, child language acquisition, human speech, language variation and change, and language as human interaction.

202 – Cross-Cultural Communication (3)
Prerequisite: Sophomore standing. This course explores the dynamic interaction of language and culture across cultures. Topics will include conversational style, miscommunication, silence, indirectness and politeness, and conflict and argument in cross-cultural communication settings involving both Western and non-Western languages and cultures.

205 - Writing Systems of the World (3)
An introduction to the major writing systems of the world, exploring the linguistic structure, history, and social context of various writing systems, including Chinese, Japanese, cuneiform, hieroglyphic, Semitic languages, English, the Greek and Roman alphabets, and more. In addition, students will learn about the decipherment of the Rosetta Stone, Linear B, and Mayan.

251 – Issues in Linguistics (3)
Specific topics vary.

301 – Introduction to Psycholinguistics (3)
Prerequisite: Linguistics 101. An introduction to the mental and biological systems that enable human beings to communicate with language. Topics in psycholinguistics include the biological evolution of language, child language acquisition, speech and language processing, bilingualism, aphasia and dyslexia.

302 – Introduction to Sociolinguistics and Anthropological Linguistics (3)
Prerequisite: Linguistics 101. The course examines the relationship between language and society. At the micro level, the emphasis is on social interaction and the ways language reflects and shapes class, culture, gender, ideology, and conversational style. At the macro level, topics include language maintenance and shift; multilingualism; language variation; language, racism and ethnicity; and language and education.

305 – Linguistics and Text (3)
Prerequisite: Linguistics 101. The application of linguistic methods and theories to the analysis of texts in English.

307 – Language and Gender (3)
Prerequisite: Linguistics 101. This course focuses on research that investigates the relationship between gender and language use in a variety of contexts from talk at work and in the classroom, to talk at home. It explores how speakers (or writers) create and reflect images of masculinities and femininities in their discourse and the forces shaping these identities.

309 - Introduction to Phonology (3)
Prerequisite: Linguistics 101. An introduction to phonology–the sound patterns of language–with emphasis on both English and a variety of languages. Topics include the relation between phonetics and phonology, the role of distinctive features (the atoms of sound), types of common sound alternations and sound changes, and prosodic phenomena such as stress, rhythm, and intonation. Students will learn to describe patterns, and argue for an analysis. In addition, the course will relate theoretical findings to practical applications.

310 - History of the English Language (3)
Prerequisite: Linguistics 101. A history of the English language, with a focus on both the linguistic changes and the sociohistorical influences related to those changes. From Indo-European and Germanic times, through Old and Middle English, up to modern dialects and

current developments of American, British, and World Englishes, students will learn about and analyze the changes and cultures of each period.

311 - Introduction to Morphology (3)
Prerequisite: Linguistics 101 or permission of instructor. An introduction to word formation. The course will examine in detail how English and a fascinating variety of languages build existing words from simpler parts, and how they coin new words. Topics include affixation, analogy, compounding, reduplication, the use of templates, and other types of word formation. Questions to be examined include the definition of "word", the relation of morphology to other aspects of language, the role of psychological factors in a linguistic analysis, and the role of morphology in language change, dialect variation, and language acquisition.

312 - Language Acquisition (3)
Prerequisite: Linguistics 101 or permission of instructor. Focuses primarily on child language acquisition with some attention to adult language acquisition. The course introduces major theoretical perspectives and methodologies in developmental psycholinguistics while examining children's developing linguistic abilities and language. The course complements focuses of other linguistics courses and those of its disciplinary relatives, education and psychology.

375 – Special Studies (3)
Prerequisite: Linguistics 101 or permission of instructor. Studies of significant topics in linguistics. Consult schedule of courses for specific topic.

470 – Seminar in Linguistics (3)
Prerequisites: Linguistics 101 and a 300-level linguistics course or permission of the instructor. Advanced work in selected topics in linguistics.

491, 492 – Individual Study in Linguistics (3, 3)
Individual study under the guidance of a member of the staff. By permission of the department. Only three credits may be counted toward the English major.

499 – Internship (1–6)
Supervised off-campus experience, developed in consultation with the department. Up to three credits may be counted toward the English major.

MATHEMATICS

Department of Mathematics

Debra L. Hydorn, *Chair*
Patricia M. Dean, *Career Advisor*

Faculty

Professors
Yuan-Jen Chiang
Debra L. Hydorn
Janusz Konieczny
J. Larry Lehman
Marie P. Sheckels
Suzanne Sumner

Associate Professors
Manning G. Collier
Jeffrey L. Edmunds

Assistant Professors
Keith E. Mellinger
Randall D. Helmstutler

Senior Lecturer
Patricia M. Dean

The Mathematics Program

The interests and expertise of the mathematics faculty cover a broad range of mathematical areas, including algebra, analysis, topology (modern geometry), discrete mathematics (mathematics of computer science), number theory, statistics, and applied mathematics. With this spectrum of faculty knowledge, the student is afforded an opportunity to learn the contemporary view of mathematics. Inside the classroom, student comprehension is the main concern of the faculty. Outside the classroom, the faculty provides regular office hours for personal instruction.

Courses in mathematics vary from the theoretical to the applied. Thus, a major in mathematics can be a foundation for a career in industry, government, teaching, or the pursuit of a higher degree in graduate school. The department faculty encourages double majors, giving students entrance to a wide variety of fields upon graduation.

The University of Mary Washington hosts a chapter of Pi Mu Epsilon, a national honorary mathematics fraternity, and a student chapter of the Mathematical Association of America. The Oscar Schultz Award in Mathematics represents the department's top academic honor and is given annually to a junior or senior in the department. The recipients of the Meredith C. Loughran '94 Scholarship are selected based on

their meritorious academic record, citizenship and leadership in public service. The Louise W. Robertson, M.D. '56 Scholarship is awarded to a student majoring in mathematics or a health field, such as medicine.

Qualified mathematics majors having at least a 3.5 GPA in mathematics courses and an overall GPA of at least 3.0 may graduate with Honors in Mathematics by completing a directed study or undergraduate research that culminates in an approved Honors thesis. Majors who anticipate seeking Honors must write a proposal with the aid of a faculty advisor and present it to the department for approval

Requirements for the Mathematics Major

Thirty-six (36) credits are required. Eighteen (18) credits must be from the following mathematics courses: 223, 224, 300, 431, 471 and either 432, 442, or 472. An additional six (6) credits must be 400-level with at most three (3) credits of directed study (491/492). An additional nine (9) credits must be from mathematics courses at the 300- or 400-level. The remaining three (3) credits must be from: mathematics courses numbered 210 or above; computer science courses numbered 220 or above; physics courses numbered 105 or above; or Philosophy 306. No internship (499) credits will count for the major. At most six (6) credits of directed study (491/492) will count for the major.

Mathematics Course Offerings

110 – Finite Mathematics with Applications (3)
Includes topics such as sets, logic, probability, statistics, and counting. Other topics are at the discretion of the instructor. Designed for the non-major.

111 – Precalculus (3)
Emphasis on elementary functions including rational, exponential, logarithmic and trigonometric functions. Designed for students who intend to take calculus.

115 – Introduction to Mathematical Modeling (3)
Mathematical topics include linear functions, linear regression, curve fitting, probability models, and difference equations. Emphasis on environmental issues such as population growth, pollution, natural disasters, epidemics, genetics, and patterns in nature.

121 – Calculus I (3)
First course in calculus. Includes functions, limits, derivatives, and applications. May include some proofs.

122 – Calculus II (3)
Prerequisite: Mathematics 121. Includes antiderivatives, definite integrals and their applications, the fundamental theorem of calculus, derivatives and integrals of inverse functions, and techniques of integration. (Prospective mathematics majors should take this course during their freshman year.)

125 – Introduction to Discrete Mathematics (3)
An introduction to topics which may include logic, methods of proof, counting techniques, mathematical induction, relations, functions, and sets. (Prospective mathematics majors should take this course during their freshman year. Also listed as Computer Science 125.)

200 – Introduction to Statistics (3)
First course in statistical methods. Includes descriptive and inferential techniques and probability, with examples from diverse fields. Topics vary with instructor and may also include sampling methods, regression analysis, and computer applications.

204 – Mathematical Concepts and Methods I (4)
Prerequisite: Education 203. Mathematical concepts and methods of teaching for the elementary school. Topics include number systems and their properties, problem solving, and topics in number theory. Course intended for students certifying to teach grades PreK-6. Significant field experience required. (3 lecture credits, 1 practicum credit).

205 – Selected Topics in Mathematics (3)
Prerequisite: Course dependent. Opportunity for additional study of lower-level topics in mathematics.

207 – History of Mathematics (3)
The history of mathematics begins with the early numbering systems and mathematics of the Egyptians and the Babylonians. The course then turns to the Greeks and their emphasis on logical deduction and geometry. The Arabs develop algebra in the Middle Ages, and calculus is created during the Age of Reason. The development of individual branches of mathematics then is studied (probability, number theory, non-Euclidean geometry, set theory, and topology). The course ends with the Computer Age and implications for the future.

210 – Intermediate Statistics (3)
Prerequisite: Mathematics 200. Second course

in statistical methods. Includes one-way and higher ANOVA, multiple regression, categorical data analysis, and nonparametric methods with examples from diverse fields. Topics vary with instructor and may also include time series and survival analysis.

223 – Calculus III (3)
Prerequisite: Mathematics 122. Includes parametric equations, polar coordinates, improper integrals, l'Hôpital's rule, sequences, and infinite series.

224 – Multivariable Calculus (3)
Prerequisite: Mathematics 122. Includes vectors in two- and three-dimensional space, vector-valued functions, functions of several variables, partial derivatives, multiple integrals, and line integrals.

300 – Linear Algebra (3)
Prerequisites: Mathematics 122 and 125. An introduction to linear algebra. Usually includes matrix algebra, systems of equations, vector spaces, inner product spaces, linear transformations, and eigenspaces.

312 – Differential Equations (3)
Prerequisite: Mathematics 122. Ordinary differential equations which may include Laplace transformations, linear differential equations, applications, approximations, and linear systems of equations.

321 – Number Theory (3)
Prerequisite: Mathematics 125. An elementary, theoretical study of the properties of the integers.

325 – Discrete Mathematics (3)
Prerequisite: Mathematics 125. Includes topics such as discrete probability, graph theory, recurrence relations, topics from number theory, semigroups, formal languages and grammars, finite automata, Turing machines, and coding theory.

351, 352 – Numerical Analysis (3, 3)
Prerequisite: Mathematics 300 or Mathematics 312 or Computer Science 220. Numerical methods applied to solutions of equations, interpolation, differentiation, integration, and solutions of differential equations and linear systems. Only in sequence.

372 – Non-Euclidean Geometry (3)
Prerequisite: Mathematics 300. Axiomatic development of non-Euclidean geometry.

381, 382 – Probability and Statistical Inference (3, 3)
Prerequisite: Mathematics 223. An introduction to probability theory and calculus-based statistics including probability distributions of discrete and continuous random variables, functions of random variables, methods of estimation, and statistical inference. Only in sequence.

411- Chaotic Dynamical Systems (3)
Prerequisite: Mathematics 223. Chaotic dynamical systems including iteration, graphical analysis, periodic points, bifurcations, the transition to chaos, fractals, Julia sets and the Mandelbrot set.

412 – Complex Variables (3)
Corequisite: Mathematics 471. Analytic functions, Cauchy-Riemann conditions, integration, power series, calculus of residues, conformal mappings and applications.

431, 432 – Abstract Algebra (3, 3)
Prerequisite: Mathematics 300. Mathematical systems including groups, rings, fields, and vector spaces. Only in sequence.

441, 442 – Topology (3, 3)
Prerequisite: Mathematics 300 or 325; 431 is also a prerequisite for 442. Includes topics from point-set topology (connectedness, compactness, and continuity) and combinatorial/ algebraic topology (simplicial complexes, homotopy, and homology). Only in sequence.

461 – Topics in Mathematics (3)
Prerequisite: Course dependent. Topics such as advanced topology, partial differential equations, optimization, Fourier series, advanced complex variables, ring theory, and modeling. May be taken up to three times for credit.

471, 472 – Real Analysis (3, 3)
Prerequisites: Mathematics 223 and 300. A rigorous, real analysis approach to the theory of calculus. Only in sequence.

491, 492 – Directed Study (1-3, 1-3)
Prerequisite: Departmental permission. Individual study beyond the scope of normal course offerings, done under the direction of a faculty member. May lead to graduation with Honors in Mathematics.

499 – Internship (credits variable)
Supervised off-campus experience, developed in consultation with the department. Does not count in the major program.

MODERN FOREIGN LANGUAGES

Department of Modern Foreign Languages

Leonard R. Koos, *Chair*
Marie A. Wellington, *Career Advisor–French*
Vera Niebuhr, *Career Advisor–German*
Elizabeth M. F. Lewis, *Career Advisor–Spanish*

Faculty

Professors
James F. Gaines, *French*
Marie A. Wellington, *French*

Associate Professors
Ana Garcia Chichester, *Spanish*
Leonard R. Koos, *French*
Elizabeth M. F. Lewis, *Spanish*
Vera Niebuhr, *German*

Assistant Professors
Ian Campbell, *Arabic*
Brooke Donaldson, *French*
Jeremy Larochelle, *Spanish*
Jessica Locke, *Spanish*
Marisa Isabel Martinez-Mira, *Spanish*
Scott Powers, *French*
Marcel Rotter, *German*
Jose Angel Sainz, *Spanish*
Federico Schneider, *Italian*
Shara Voisard, *Spanish*

Senior Lecturer
Maria Riegger, *Spanish*

Programs in Modern Foreign Languages

Through courses in Arabic, French, German, Italian, and Spanish, the department offers students the opportunity to gain proficiency in understanding, reading, writing, and speaking one or more foreign languages. Laboratory facilities are used extensively to supplement classroom instruction.

Classes are conducted primarily in the foreign language. Through classroom instruction, individual research, and work in department sponsored language clubs, students come to know the culture of the people whose language they study. Through internships, students work directly in language-related professions. The Department of Modern Foreign Languages offers major programs in French, German, and Spanish. Students may also request a special major in Italian Studies. Courses in Arabic are currently offered at the beginning, intermediate, and advanced levels. Double majors in a foreign language and another discipline are possible. Non-majors may also take advantage of the language program.

The department provides students an opportunity to reside in campus residence areas in which the foreign language is spoken and which sponsor various inter-cultural programs each year. Currently each language area has as its resident program director a native speaker of that foreign language.

The department offers the following summer programs: Arabic language in Fes, Morocco (6 weeks), French language and culture in Paris, France (4 weeks, in collaboration with the Institut Catholique), German language and culture in Erkurt, Germany (4 weeks); Italian language and culture in Orvieto, Italy (4 weeks); and Spanish language and culture in Bilbao, Spain (5 weeks). In addition, the department cooperates with a variety of overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their foreign study programs. Credits can be accepted from abroad to fulfill department requirements.

Graduates in Modern Foreign Languages may pursue careers in government or in private fields in which the knowledge of a foreign language and culture is essential, including interpreting, translating, research, social services, education, or international business.

**For information regarding General Education language requirements for students not currently majoring in Modern Foreign Languages, please see page 45 in this Catalog.*

Modern Foreign Language Course Offerings

201 – World Literature in Cultural Context (3)
World literature in context—an introduction to literature from Western and non-Western perspectives. Themes and literary techniques from a variety of authors. In English. Other Modern Foreign Language courses are listed separately under a heading for each language. See: Arabic, French, German, Italian, Spanish.

MUSIC

Department of Music

David J. Long, *Chair*
Douglas T. Gately, *Career Advisor*

Faculty

Professors
Martha V. Fickett
David J. Long
Patricia P. Norwood

Associate Professor
Craig T. Naylor

Assistant Professor
Stephen J. Burton

Lecturer
Douglas T. Gately

Orchestra Director
Kevin P. Bartram

The Program in Music

The Department of Music functions as one component of the liberal arts institution. Cognizant of its mission the department offers a Bachelor of Arts degree in music with two tracks: 1) a traditional liberal arts curriculum and 2) a traditional liberal arts curriculum that allows students to obtain a licensure to teach music in the public schools. Additionally, the department provides a wide variety of elective courses to the entire student body. Some ensembles also offer performance opportunities for University as well as community musicians. The department also serves the community at large through its offerings of cultural events--lectures, workshops, and concerts. This liberal arts orientation defines the goal of the major program--to allow students to pursue an interest in music within the context of a broadly-based program of study. The Department of Music is an accredited member of the National Association of Schools of Music.

To fulfill its mission within the liberal arts environment, the Department of Music offers courses for both the music major and students whose primary interests are in other disciplines. Required courses in the music major are presented sequentially. These courses are also available to the non-music major if taken in sequence. The department sponsors chapters of Mu Phi Epsilon, the international professional music fraternity, and the Music Educators National Conference.

The major program in music includes intensive study in theory, history, and performance. As in all liberal arts programs, the emphasis is on broad coverage rather than specialization, although specialization is possible through careful selection of elective courses, independent study projects, and internships. The objectives of the major program in music involve preparing students for graduate study as well as for careers in the performing arts, public school teaching, and many other areas.

The music department's Pollard Hall includes a small recital hall, a class piano laboratory, practice and rehearsal facilities as well as a media center, which supports instructional technology and also houses the department's collections of sound and video recordings, scores, and books. Nearby duPont Hall houses the electronic music laboratory.

The music department presents a wide variety of public musical performances throughout the academic year. Students and faculty appear in general recitals, senior and faculty recitals, and chamber programs. They also perform with the University-Community Symphony Orchestra, the UMW Chorus, Show Choir, the Fredericksburg Singers, the Women's Chamber Chorale, the Chamber Chorale, the UMW Jazz Ensemble, the Flute Ensemble, Brass Ensemble, and String Ensemble, the Wind & Percussion Ensemble, and the Old World Consort. The department and the University also sponsor visiting performers and lecturers in recitals, concerts, and master classes.

The music department offers individual instruction in all wind, string, and keyboard instruments and voice based on competitive auditions. A maximum of 12 credits in individual instruction and 10 credits in performing ensembles may be counted toward the minimum 122 credits required for a degree. Students should balance their total program before exceeding these limits.

Students planning to major in music should take Music Theory 181 (Music Theory I) in their first semester. Students qualify to continue as potential majors by successfully completing this course. Prospective majors also should audition for admission to individual study in their performance area and to a musical ensemble. Incoming majors also should audition in the winter months for the Aurelia B. Walford Scholarships, awarded to outstanding performers.

Requirements for the Music Major

Forty (40) credits in music including Music Theory 181, 281, 286, 381, 382, 385, 386, 481, 485, and 490; Music History and Literature 275, 376, and 377; plus nine more credits in

music courses above the 100-level (performance requirements may be included). Additional Major Requirements: All music majors must study their major performance area for a minimum of four semesters. Majors must also participate for four semesters in a performing ensemble or serve as an accompanist for four semesters. The music faculty monitors the progress of music majors enrolled in individual instruction through jury examinations in each student's primary performance area. The department also conducts a series of outcomes assessments at various stages of the program.

Requirements for the Music Major Track with pre k-12 Music Licensure

The music department has forged a second track within the Bachelor of Arts degree in music in tandem with the education department to meet NASM standards and provide students with the preparation to obtain music-teaching positions in public schools. This combination of music and education courses constitutes a professional degree in music.

The liberal arts orientation of the teaching licensure track of the major program allows students 1) to pursue an interest in music within the context of a broadly-based program of study; 2) to study the theory and history of the discipline and apply this information in solo and ensemble performances, and 3) to complete the additional courses in their major discipline and the education department required for licensure within a four-year time span.

The University of Mary Washington enjoys reciprocity in forty-eight states allowing school systems in those states to hire the department's graduates.

Music majors seeking public school teaching licensure in music must obtain a complete outline of requirements for either the "Choral/ Vocal," "Band," or "Strings" license in their first semester of attendance at the University. A licensure guide for music majors is available from the music department chairperson. Additionally, concurrent contact must be made with the University's Department of Education registering the intent to seek licensure.

Additional Teaching Licensure Requirements: Music Theory 369 or 483; Music History and Literature 368; Music Performance 347 and 348. All majors seeking licensure must study their major performance area for a total of 7 credit hours and participate for 7 credit hours in a performing ensemble. They also must earn 5 credit hours in minor performance areas.

Music Education Courses

100: Introduction to Music Education (3)
An introductory course for all students to explore the application of musical knowledge in diverse educational environments.

491, 492 – Individual Study in Music Education (2, 2)
Prerequisite: permission of department. Advanced study under the direction of a music department faculty member. Project required.

499 – Internship in Music Education (1-3)
Prerequisite: permission of department. Supervised off-campus work developed in consultation with the Department of Music and the off-campus agency.

Music History and Literature Courses

151 – Great Musical Masterworks (3)
An introductory level course that follows a "great books" approach. For the non major.

152 – Music and Society (3)
A study of musical works that mirror the society that produced them. The topics chosen for study will include at least two centuries and two continents. For the non major.

153 – Women in Opera (3)
A historical survey of opera that focuses on an examination of the roles of women and their social and economic opportunities.

154 – Music of Non-Western Cultures (3)
A course investigating the roles of music, its distinguishing features, and performance traditions in eight to ten geographic regions to appreciate how it differs from a Western perspective.

261 – Topics in Vocal Music (3)
An exploration of chiefly vocal repertories focusing on genre, composer, and/or era.

262 – Topics in Instrumental Music (3)
An exploration of chiefly instrumental repertories focusing on genre, composer, and/or era.

275 – Music History I (3)
Prerequisite: Music Theory 281. A study of music history from its beginnings through the seventeenth century. Analysis and research.

355 – Symphonic Literature (3)
A study of the orchestral repertoire from the late seventeenth century to the present day.

362 – Beethoven (3)
A biographical and analytical study of Ludwig

van Beethoven and his music.

368 – History of Jazz (3)
The study of the development of jazz, ragtime, blues, Dixieland, boogie-woogie, and later styles, which evolved in the genre.

376 – Music History II (3)
Prerequisites: Music History and Literature 275 and Music Theory 382. A study of music history from the seventeenth century through the time of late Beethoven. Analysis and research.

377 – Music History III (3)
Prerequisite: Music History and Literature 376. A study of music history from the early romantic era to the present time. Analysis and research.

491, 492 – Individual Study in Music History and Literature (1-3, 1-3)
Advanced study under the direction of a music department faculty member. Project required. Departmental permission required.

499 – Internship in Music History and Literature (1-3)
Supervised off-campus work developed in consultation with the Department of Music and the off-campus agency. Departmental permission required.

Music Theory Courses

170—Introduction to MIDI Composition (3)
An application of basic rhythm, meter, melody, and chords through computer controlled sound production systems and MIDI (musical instrument digital interface), which enables the student to produce original compositions.

181 – Music Theory I (3)
A conceptual explanation of basic music vocabulary and sound resources–rhythm, meter, modes, scales, clefs, intervals, notation, acoustics–with musical examples.

281 – Music Theory II (3)
Prerequisite: Music Theory 181 or equivalent. Pre-Baroque music theory. A study of principles of counterpoint, 16th-century polyphony, evolution of functional harmony and emphasis on the mass and early choral writing. Analysis emphasized.

286 – Theory II Skills (1)
Corequisite: Music Theory 281, which must be taken concurrently by music majors. Development and application of two to four-part aural and written skills, relating to sixteenth-century polyphony and early chorales. Includes sight-singing, dictation, keyboard and basic conducting.

369 – Orchestration (3)
Prerequisite: Music Theory 382. A study of techniques of instrumental scoring considered historically and creatively. Project required.

370 –Electronic Music (3)
Prerequisite: Music Theory 170 or 181. An emphasis on historical developments, current status, physical concepts, language, and compositional techniques as they apply to synthesized music. Project required.

381 – Music Theory III (3)
Prerequisite: Music Theory 281 or equivalent. Baroque music theory. Explores major-minor tonality, figured bass, 7th chords, cadence formulae, modulations, and progressions as exemplified in period pieces. Analysis emphasized.

382 – Music Theory IV (3)
Prerequisite: Music Theory 381. Classic-Romantic music theory. Harmonic syntax and structure, including altered chords, advanced tonality, and form. Analysis emphasized.

385 – Theory III Skills (1)
Prerequisite: Theory II Skills 286. Corequisite: Music Theory 381, which must be taken concurrently by music majors. The development and application of three- and four-part aural and written skills. Includes sight-singing, dictation, keyboard experiences, basic conducting, and improvisational techniques.

386 – Theory IV Skills (1)
Prerequisite: Theory III Skills 385. Corequisite: Music Theory 382, which must be taken concurrently by music majors. The continuing development and application of aural and written skills. Includes sight-singing and dictation. The course emphasizes keyboard experiences as well as basic conducting and improvisational techniques.

481 – Music Theory V (3)
Prerequisite: Music Theory 382 or equivalent. Contemporary music theory. Theoretical developments and analytical techniques of twentieth-century music, both tonal and atonal.

483 – Music Composition (3)
Prerequisite: Music Theory 481. A study of compositional techniques focusing on selected style periods, featuring both large and small models. Creative project required.

485 – Theory V Skills (1)
Prerequisite: Theory IV Skills 386. Corequisite: Music Theory 481, which must be taken concurrently by music majors. The development and application of aural and written skills pertaining to the modern era. Includes continuations of sight-singing, dictation, keyboard, conducting, and improvisational techniques.

490 – Music History-Theory Seminar (3)
Prerequisite: Music Theory 481. Project required, presenting research from historical and theoretical perspectives.

491, 492 – Individual Study in Music Theory (1-3, 1-3)
Advanced study under the direction of a music department faculty member. Project required. Departmental permission required.

499 – Internship in Music Theory (1-3)
Supervised off-campus work developed in consultation with the Department of Music and the off-campus agency. Departmental permission required.

Music Performance
Class Instruction

201, 202 – Class Voice I, II (1, 1)
Class instruction through the intermediate performance level, emphasizing fundamentals of vocal technique through performance, as preparation for private voice study. Placement audition.

203, 204 – Class Voice III, IV (1, 1)
Corequisite: Private Voice (Music Performance 301 or 401). A comprehensive study of diction applying the standard international phonetic alphabet to the Italian and German (MUPR 203) and English and French (MUPR 204) languages.

205, 206, 207 – Class Piano I, II, III, (1, 1, 1)
Class instruction for beginners through the intermediate level. MUPR 205 and 206 deal with fundamental performance techniques. The course presumes the ability to read music. MUPR 207 emphasizes musical expression and preparation for private piano study. Placement audition.

214 – Class Woodwinds (1)
Beginning group study in performance techniques of woodwind instruments. Recommended for music majors seeking teaching certification in the instrumental area and for students interested in composition.

223 – Class Brass (1)
Beginning group study in performance techniques of brass instruments. Recommended for music majors seeking teaching certification in the instrumental area and for students interested in composition.

225 – Class Percussion (1)
Beginning group study in performance techniques of percussion instruments. Recommended for music majors seeking teaching certification in the instrumental area and for students interested in composition.

235 – Class Strings (1)
Beginning group study in performance techniques of string instruments. Recommended for music majors seeking teaching certification in the instrumental area and for students interested in composition.

Private Instruction
Registration for private instruction is contingent upon a successful audition. All 300-level courses consist of one half-hour lesson per week for one credit. The 400-level courses consist of a one-hour lesson per week for two credits. Both are available by permission from the department chairperson. Each course may be repeated for additional credit at the discretion of the instructor. A lesson fee applies for all students.

301, 401 – Voice (1, 2)

305, 405 – Piano (1, 2)

309, 409 – Harp (1, 2)

310, 410 – Organ (1, 2)

311, 411 – Flute (1, 2)

312, 412 – Oboe (1, 2)

313, 413 – Clarinet (1, 2)

314, 414 – Bassoon (1, 2)

315, 415 – Saxophone (1 ,2)

321, 421 – French horn (1, 2)

322, 422 – Trumpet (1, 2)

323, 423 – Trombone/Baritone (1, 2)

324, 424 – Tuba (1, 2)

325, 425 – Percussion (1, 2)

331, 431 – Violin (1, 2)

332, 432 – Viola (1, 2)

333, 433 – Cello (1, 2)

334, 434 – Contrabass (1, 2)

335, 435 – Guitar (1, 2)

Ensembles

341 – Women's Chamber Choir (1)
Treble voices performing representative repertoire of all periods of music. Open by audition.

341 – Chorus: UMW Chorus (1)
Treble voices performing representative repertoire of all periods of music. Open by audition.

341 – Chorus: Fredericksburg Singers (1)
Mixed voices performing representative repertoire of all periods of music. Open by audition. In cooperation with local community musicians.

341 – Show Choir (1)
Mixed voices performing popular music and music of the Broadway stage. Open by audition.

341 – Chamber Choir (1)
Mixed voices performing representative repertoire of all periods of music. Open by audition.

342 – Orchestra (1)
Opportunity to study and perform selected repertoire representative of the literature written for orchestra. Open by audition. In cooperation with local community musicians.

344 – Instrumental Ensemble (1)
Opportunity to study and perform specialized repertoire. Open by audition.

344 – Instrumental Ensemble: Jazz (1)
Opportunity to study and perform specialized repertoire in the jazz genre. Open by audition.

344 – Instrumental Ensemble: Flute (1)
Opportunity to study and perform specialized repertoire for flute choir. Open by audition.

344 – Instrumental Ensemble: Brass (1)
Opportunity to study and perform specialized brass repertoire. Open by audition.

344 – Instrumental Ensemble: String (1)
Opportunity to study and perform specialized string repertoire. Open by audition.

344 Wind & Percussion Ensemble (1)
Opportunity to study and perform selected repertoire representative of the literature written for band. Open by audition.

347 – Choral Conducting (3)
Prerequisite: Music Theory 381, 385. The principles and techniques of choral conducting, including score reading and analysis, program planning, and workshop experience.

348 – Instrumental Conducting (3)
Prerequisite: Music Theory 381, 385. The principles and techniques of instrumental conducting, including score reading and analysis, program planning, and workshop experience.

441 – Opera Workshop (Operafest) (3)
Opportunity to study and perform scenes from the operatic repertoire. Open by audition. First summer session only.

491, 492 – Individual Study in Music Performance (1-3, 1-3)
Advanced study under the direction of a music department faculty member. Project required. Departmental permission required.

499 – Internship in Music Performance (1-3)
Supervised off-campus work developed in consultation with the Department of Music and the off-campus agency. Departmental permission required.

PHILOSOPHY

Department of Classics, Philosophy, and Religion

Craig R. Vasey, *Chair*
Craig R. Vasey, *Career Advisor*

Faculty

Professors
Craig R. Vasey
Mehdi Aminrazavi, *Kurt F. Leidecker Chair of Asian Studies*
David K. Ambuel, *Kurt F. Leidecker Chair of Asian Studies*

Assistant Professor
Jason Matzke

The Philosophy Program

The discipline of philosophy has been shaped by an intellectual and historical tradition that began some 2500 years ago in Greek culture. "Philosophy" literally means "love of wisdom." It is the systematic study of ideas and issues, a reasoned pursuit of fundamental truths, a quest for a comprehensive understanding of the world, a study of principles of conduct, and much more.

The problems and materials of philosophy are drawn from every aspect of our lives and experience, and its deliberations extend to every subject admitting of disciplined reflection. Students majoring in philosophy will develop knowledge of the history and current state of Western philosophy, a grasp of representative philosophical issues and ways of dealing with them, a capacity to apply philosophical methods to intellectual problems, and a sense of how philosophy bears on other disciplines and on human life more generally. A philosophy major develops a critical mind, a balance of analytic and interpretive abilities, and a capacity for the imaginative development of abstract formulations and their concrete applications. These virtues make philosophy especially good preparation for responsible citizenship and positions of leadership.

Philosophy Major Requirements

Students wishing to major in Philosophy may choose from two concentrations: the Philosophy major, or the Pre-Law Concentration in Philosophy, which offers special preparation for students considering a career in law or related fields.

1. Requirements for the Philosophy major:
Ten courses (30 credits) including PHIL 151; PHIL 201, 202; one of PHIL 301, 302, 303; one course from the Twentieth Century Philosophy set (PHIL 342, 343, 405, 407, 450); one course from the Social and Political Philosophy set (PHIL 100, 210, 211, 220, 320, 350); one course from the non-Western set (PHIL 283, 284, 286, 287, 440); PHIL 485 (Research in Philosophy); two additional courses in Philosophy, at least one of which must be at the 300- or 400-level. With the approval of the major advisor, one of the following may be allowed: CPRD 299, CPRD 331, LATN 432, RELG 306, RELG 314, RELG 317, RELG 331, RELG 341.

2. Requirements for the Pre-Law Concentration in Philosophy:
Ten courses (33 credits) including PHIL 100, 151, 201, 202, 320; two of PHIL 301, 302, 303; one course from the Twentieth Century Philosophy set (PHIL 342, 343, 405, 407, 450); one course from the non-Western set (PHIL 283, 284, 286, 287, 440); PHIL 485 (Research in Philosophy). Successful completion of LATN 202 (Intermediate Latin) or an upper-level LATN language course. (3 credits)
Majors in Philosophy with an interest in graduate studies are especially urged to achieve competence in Greek, Latin, French or German. Students with a 3.5 GPA in Philosophy are eligible for Honors depending upon successful completion of PHIL 485 and defense.

Philosophy Course Offerings

100 – Individual and Community (3)
Through a close reading of Plato's *Republic*, supplemented by accompanying readings, small tutorial groups will read, write, and talk about specific issues that interest them.

102 – Ideas and Culture: The Philosophical Tradition (3)
A historical introduction to Western civilization's philosophical heritage from Plato to contemporary philosophical movements.

151 – Introductory Logic (3)
Basic principles of analytical reasoning and the appraisal of arguments. Among the topics covered are symbolic language, translation, and methods of formal proof including propositional calculus and first order predicate calculus.

201 – Ancient Greek Philosophy (3)
Selected works by ancient Greek philosophers, including the pre-Socratics, Plato, and Aristotle.

202 – Early Modern Philosophy (3)
Rationalism and Empiricism. Selected works by such early modern philosophers as Descartes, Spinoza, Locke, Leibniz, and Berkeley.

210 –Social and Political Philosophy (3)
Introduction to classical, modern, and contemporary social and political theories as well as issues in a global context.

211 – Ethical Studies (3)
The status and justification of moral judgments, and the reasons behind disagreements in moral issues.

220 – Introduction to Feminism (3)
Study of feminism as a philosophical movement of the 20th century, its historical background, and contemporary feminist issues and theories.

244 – Philosophy of Science (3)
Prerequisite: Completion of Lab Science General Education requirement. An examination of the philosophical issues raised and illustrated in both scientific theory and practice.

283 –Hinduism (3)
An introduction to the thought and traditions of Hinduism. Readings from the Vedas, Upanishads, Bhagavadgita, Puranas, and philosophical schools. Crosslisted as Religion 283

284 – Buddhism (3)
An introduction to the thought and traditions of Buddhism. Readings from the Dhammapada as well as from various Theravada and Mahayana schools. Crosslisted as Religion 284

286 –Confucianism (3)
An introduction to major Confucian texts and the contemporary uses of Confucian thought. Crosslisted as Religion 286

287 –Daoism (3)
An introduction to major Daoist texts and the contemporary uses of Daoist thought. Crosslisted as Religion 287.

301 – Medieval Philosophy (3)
Prerequisite: Philosophy 201. A survey of philosophical thought in the Jewish, Christian and Islamic traditions.

302 – Hume and Kant (3)
Prerequisite: Philosophy 202. A study of the major works and influence of Hume and Kant, with emphasis on the *Critique of Pure Reason.*

303 – Hegel, Marx, and Nietzsche (3)
Prerequisite: Philosophy 202. Study of the most important European philosophers of the 19th century.

306 – Advanced Logic (3)
Prerequisite: Philosophy 151 or six credits in mathematics. Theory of formal systems; applied criteria of consistency, completeness, and quantification; other topics in symbolic logic.

310 – Plato (3)
Prerequisite: Philosophy 201. Close study of selected works by Plato and scholarship on Plato.

311 – Aristotle (3)
Prerequisite: Philosophy 201. Close study of selected works by Aristotle and scholarship on Aristotle.

318 – Philosophy of Religion (3)
Philosophical examination of such topics as the relationship between faith and reason, the existence and non-existence of god, life after death, mysticism, and miracles. Cross-listed as Religion 318.

320 – Philosophical Problems of Law (3)
Central issues in the philosophy of law, including justice, liberty, punishment, responsibility, and the definition of law; discussion of the relation of theoretical questions to contemporary legal issues.

324 –Applied Ethics (3)
Comprehensive study of how ethical theories apply to various fields such as Business, Environmental Science, Law or Bio-technology. Specific topics at the discretion of the instructor.

342 – Phenomenology (3)
The basic concepts and arguments of both transcendental and existential phenomenology, from central works of Husserl and Heidegger.

343 – Existentialism (3)
Critical study of major works of Heidegger, deBeauvoir, and Sartre.

350 – Feminist Theory and Philosophy (3)
Prerequisite: Philosophy 202 or 220. In-depth study of philosophical issues in feminism and implications of feminist theory for epistemology, metaphysics, ethics, and philosophy of science.

354 – Philosophy of Education (3)
Historical and contemporary philosophical examination of the goals and methods of education.

405 – Freud (3)
Prerequisite: Philosophy 201 or 202. Theoretical papers from among Freud's metapsychological works.

407 – Analytic Philosophy (3)
Prerequisites: Philosophy 201 and 202. Study of the history, development and some central writings of Frege, Russell, Wittgenstein, Quine, and others.

440 –Studies in Asian and Comparative Philosophy (3)
Prerequisite: One of the following: Philosophy /Religion 283, 284, 285, 286, 287. Studies in a topic within Asian philosophical traditions.

450 – Seminar in Twentieth Century Philosophy (3)
Prerequisite: Philosophy 202. Intensive examination of a selected author, problem or movement of the twentieth century.

481 – Readings in Philosophy (3)
Discussion of philosophical literature in a field selected by the philosophy faculty after consultation with students.

485 – Research in Philosophy (3)
Capstone course required of all senior Philosophy majors; preparation of a senior thesis under supervision of the Philosophy faculty. Offered in Spring only. Successful completion and defense, with GPA of 3.5 in the major, required for graduation with Honors in Philosophy.

491, 492 – Individual Study (3–6, 3–6)
Prerequisite: permission of department. Tutorial under the direction of a member of the staff. By permission of the philosophy faculty.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with the philosophy faculty.

Joint Course Offerings
Classics–Philosophy–Religion

299 – Mysterium Humanum Studies (3)
Different topics of fundamental human concern are treated at different times in this interdisciplinary course involving the entire faculty of the Department of Classics, Philosophy, and Religion. Topics covered in the past include Wrestling with Death, The Tempest of Time, Sex and Society in the West, Slavery, and Freedom and Religion.

301, 302 – Studies in Ancient Languages (3, 3)
Prerequisite: permission of instructor.
Introduction to the morphology and syntax of selected ancient languages relevant to the study of classics, philosophy, and religion (such as Coptic, Quranic Arabic, Oscan, and Sanskrit). These courses do not satisfy the College's general education requirement for proficiency in a foreign language.

331 – Crossdisciplinary Topics in Classics, Philosophy, and Religion (3)
A consideration of a theme from the perspective of two or three of the disciplines taught in the Department of Classics, Philosophy, and Religion.

PHYSICAL EDUCATION

Department of Athletics, Health and Physical Education

Edward H. Hegmann, *Chair, Career Advisor*

Faculty

Professors
Edward H. Hegmann,
Director of Athletics
Roy M. Gordon,
Associate Director of Athletics
Associate Professors
Deborah A. Conway
Kurt M. Glaeser
Dana Sue Hall
Thomas F. Sheridan
David S. Soper
Senior Lecturers
Patrick L. Catullo
J. Todd Helbling
Rodrick L. Wood
Lecturers
Deena A. Applebury
Philip G. Schmehl
Administrative Faculty
Jackie R. Gaida, *Athletic Trainer*
Kristy Sawicki, *Assistant Athletic Trainer*

The Physical Education Program

Participation in physical activities, including physical education classes, recreational programs, and intercollegiate athletics, is an essential part of the educational experience at the University.

The center for all indoor health, physical education, and recreation is Goolrick Hall. A modern 74,000 square-foot building, it has courts for basketball, badminton, volleyball, handball/racquetball, two dance studios, a 6-lane, 25-yard swimming pool, a weight training room, classrooms, and an auxiliary gym for individual exercise and recreation. A new 15,000 square foot Fitness/Wellness Center was attached to Goolrick in January of 2004. The outdoor facilities include fields for baseball, soccer, lacrosse, field hockey, flag football, softball, and rugby, running trails, an 8-lane, 400-meter Rubaturf track, and a 12-court lighted tennis complex. A new 6 court Indoor Tennis Center was opened in September of 2005.

Physical education courses include history, rules, and basic techniques in individual and team sports. Riding courses are available for credit but require a special fee.

All Physical Education courses (except 314 and 318) may be repeated for additional credit, but no more than eight credits may be counted toward the 122 credits required for graduation. If two sections of the same course are taken in one semester, only one will count toward degree requirements.

Physical Education Course Offerings

102 – Basketball: Men (1)
Course includes history, rules, and basic techniques of basketball.

104 – Basketball: Women (1)
Course includes history, rules, and basic techniques of basketball.

105 – Volleyball (1)
Course includes history, rules, and basic techniques of volleyball.

110 – Individual Exercise: Weight Training (1)
Course includes basic techniques of weight training.

111 – Individual Exercise: Aerobics (1)
Course involves individual and group aerobic exercise instruction and participation.

112 – Individual Exercise: Step Aerobics (1)
Course includes individual and group step aerobic exercise instruction and participation.

113 – Individual Exercise (1)
Course includes personal program of individual exercises.

116 – Swimming (1)
Course includes basic techniques of swimming.

117 – Swimming: Non-Swimmers (1)
Course includes basic techniques of swimming.

123 – Soccer (1)
Course includes history, rules, and basic techniques of soccer.

132 – Tennis (1)
Course includes history, rules, and basic techniques of tennis.

134 – Tennis/Badminton (1)
Course includes history, rules, and basic techniques of tennis and badminton.

145 – Adaptive Aerobics (1)
For handicapped students. Prerequisites: medical authorization and permission of instructor. An opportunity for physically handicapped students to participate in aerobic activities.

146 – Adaptive Individual Exercise (1)
For handicapped students. Prerequisites: medical authorization and permission of instructor. An opportunity for physically handicapped students to participate in individual exercise.

147 – Elementary Position and Control in Riding (1)
Designed for those who have never ridden hunt seat. General handling of the horse, basic 135 terminology; riding at the walk, trot, and canter, using elementary aids.

148 – High Elementary Position and Control in Riding (1)
Designed for those who have limited experience in riding or those who have taken 147. Review of 147; introduction of soft contact and jumping over low fences on loose reins.

248 – Intermediate Position and Control in Riding (1)
The beginning of soft, precise controls; coordination of the rider's aids with the horse's efforts. Continuation of jumping fundamentals and crest release; work over simple courses.

302 – Basketball: Men (1)
Prerequisite: Physical Education 102. Advanced instruction in basketball.

304 – Basketball: Women (1)
Prerequisite: Physical Education 104. Advanced instruction in basketball.

305 – Volleyball (1)
Prerequisite: Physical Education 105. Advanced instruction in volleyball.

310 – Individual Exercise: Weight Training (1)
Prerequisite: Physical Education 110. Advanced instruction in weight training.

311 – Individual Exercise: Aerobics (1)
Prerequisite: Physical Education 111. Advanced instruction in aerobics.

312 – Individual Exercise: Step Aerobics (1)
Prerequisite: Physical Education 112. Advanced instruction in step aerobics.

313 – Individual Exercise (1)
Prerequisite: Physical Education 113. Advanced instruction in individual exercise.

314 – Lifeguard Training (1)
Teaches individuals skills, procedures, and philosophies associated with lifeguarding. Students become aware of common hazards in aquatic environments; learn to recognize victims in distress or drowning situations; establish an awareness of the responsibilities of a lifeguard; and develop speed, endurance, and technique in swimming and lifeguarding skills. May not be repeated for additional credit.

316 – Swimming (1)
Prerequisite: Physical Education 116. Advanced instruction in swimming.

317 – Swimming: Non-Swimmers (1)
Prerequisite: Physical Education 117. Advanced instruction for the non-swimmer.

318 – Water Safety Instruction (1)
Trains instructor candidates to teach the American Red Cross water safety courses. Topics include course planning and organization, ensuring safety of participants, skill development sessions, familiarization with textbooks and instructors' manuals, practice teaching assignments, American Red Cross operational policies and procedures. May not be repeated for additional credit.

323 – Soccer (1)
Prerequisite: Physical Education 123. Advanced instruction in soccer.

332 – Tennis (1)
Prerequisite: Physical Education 132. Advanced instruction in tennis.

334 – Tennis/Badminton (1)
Prerequisite: Physical Education 134. Advanced instruction in tennis and badminton.

345 – Adaptive Aerobics (1)
Advanced instruction for handicapped students. Prerequisites: Physical Education 145, medical authorization, and permission of instructor. An opportunity for physically handicapped students to participate in aerobic activities.

346 – Adaptive Individual Exercise (1)
Advanced instruction for handicapped students. Prerequisites: Physical Education 146, medical authorization, and permission of instructor. An opportunity for physically handicapped students to participate in individual exercise

348 – Advanced Equitation, Schooling, and Competition (1)
Prerequisite: One year of riding at Mary Washington or demonstration of thorough understanding of the forward school of

riding. Preparation of student horses for competition; schooling of green horses, reschooling of problem horses; preparation of IHSA open riders for competitions.

400 – Intercollegiate Baseball (1)
Participation on Intercollegiate Men's Baseball Team. 136

403 – Intercollegiate Basketball: Men (1)
Participation on Intercollegiate Men's Basketball Team.

404 – Intercollegiate Basketball: Women (1)
Participation on Intercollegiate Women's Basketball Team.

406 – Intercollegiate Cross Country: Men (1)
Participation on Intercollegiate Men's Cross Country Team.

407 – Intercollegiate Cross Country: Women (1)
Participation on Intercollegiate Women's Cross Country Team.

408 – Intercollegiate Women's Field Hockey (1)
Participation on Intercollegiate Women's Field Hockey Team.

410 – Intercollegiate Lacrosse: Men (1)
Participation on Intercollegiate Men's Lacrosse Team.

411 – Intercollegiate Lacrosse: Women (1)
Participation on Intercollegiate Women's Lacrosse Team.

412 – Intercollegiate Riding (1)
Participation on Intercollegiate Riding Team.

413 – Intercollegiate Soccer: Men (1)
Participation on Intercollegiate Men's Soccer Team.

414 – Intercollegiate Soccer: Women (1)
Participation on Intercollegiate Women's Soccer Team.

417 – Intercollegiate Rowing: Men (1)
Participation on Intercollegiate Men's Rowing Team.

418 – Intercollegiate Rowing: Women (1)
Participation on Intercollegiate Women's Rowing Team.

422 – Intercollegiate Softball (1)
Participation on Intercollegiate Women's Softball Team.

428 – Intercollegiate Swimming: Men (1)
Participation on Intercollegiate Men's Swimming Team.

429 – Intercollegiate Swimming: Women (1)
Participation on Intercollegiate Women's Swimming Team.

431 – Intercollegiate Tennis: Men (1)
Participation on Intercollegiate Men's Tennis Team.

432 – Intercollegiate Tennis: Women (1)
Participation on Intercollegiate Women's Tennis Team.

482 – Intercollegiate Track: Men (1)
Participation on Intercollegiate Men's Track Team.

483 – Intercollegiate Track: Women (1)
Participation on Intercollegiate Women's Track Team.

484 – Intercollegiate Women's Volleyball (1)
Participation on Intercollegiate Women's Volleyball Team.

PHYSICS

Department of Physics

George King, III, *Chair and Career Advisor*
Bulent I. Atalay, *Career Advisor*
Susan Matts, *Career Advisor*

Faculty

Professors
Bulent I. Atalay
George King, III
Associate Professor
Susan C. Matts
Assistant Professor
Robert C. Ekey

The Physics Program

The study of physics provides the basis for understanding the fundamental laws of the physical universe. The principles of physics underlie other natural sciences and are essential to many applied programs. The University of Mary Washington physics program's focus is to expose students to a broad range of physical phenomena. The program's goal is to meet the needs of students who will become specialists in the field, as well as, to satisfy the interest of students who take physics to fulfill a general education requirement.

The physics curriculum consists of a rigorous core of courses with experimentation. Senior majors may participate in undergraduate research which could qualify as an honors thesis and may result in a presentation at a local or national conference. The Society of Physics Students and its honorary society, Sigma Pi Sigma, sponsors guest speakers and field trips to national laboratories and conferences.

Physics is a major for students interested in challenging, exciting, and productive careers in fields such as: acoustics, astronomy, astrophysics, atomic physics, biophysics, chemical physics, fluid dynamics, geophysics, low-temperature physics, medical physics, materials sciences, nuclear physics, optics, particle physics, physics education, plasma physics, solid state physics and vacuum physics. Graduates of Mary Washington have gone on to successful careers as researchers, educators, engineers, etc.

Requirements for the Physics Major

Forty (40) credits as follows: Thirty four (34) credits from Physics 105, 106, 211, 320, 330, 384, 410, 482; Mathematics 224 and 312 ; Six (6) credits from Physics 301, 317, 322, 332, 412, 471 and 472.

Physics Course Offerings

101, 102 – General Physics w/Lab (4, 4)
Prerequisite: Physics 101 for Physics 102. An introductory course covering the fundamentals of physics. Primarily for non-science majors. Emphasis on building concepts and applying principles. Topics discussed: classical mechanics, thermodynamics, electricity, and magnetism, optics, and special relativity. Facility with algebra and trigonometry is required. Laboratory. Only in sequence. Credit for only one introductory physics sequence (101–102 or 105–106) can be counted toward degree requirements.

103, 104 – Elementary Astronomy (3, 3)
Descriptive study of solar system, stars, galaxies, and the universe as a whole. Recent developments covered. Some telescope viewing.

105, 106 – University Physics w/Lab (4, 4)
Prerequisite: Physics 105 for Physics 106. Corequisites: Mathematics 121 for Physics 105, and Mathematics 122 for Physics 106. Calculus based introductory course primarily for science students. Topics covered: classical mechanics, thermodynamics, electricity, magnetism, optics and some modern physics. Laboratory. Only in sequence. Credit for only one introductory physics sequence (101–102 or 105–106) can be counted toward degree requirements.

210 – Nuclear Physics (3)
Prerequisites: Physics 105 and Mathematics 122 or the permission of the instructor. Topics include: nuclear structure, static and dynamic properties of the nucleus, radioactive decay, the Bateman equation, mass parabolas, transition rates, and particle accelerators.

211 – Modern Physics (3)
Prerequisites: Mathematics 122 and Physics 106; or permission of the instructor. Covers development of 20th century physics – special relativity, introduction to quantum mechanics, wave-particle duality, nuclear, atomic and molecular structure.

317 – Methods of Mathematical Physics (3)
Prerequisites: Physics 106 and Mathematics 122; or permission of the instructor. Development of methodologies needed to study advanced physics: vectors and matrix algebra, vector calculus, differential equations, orthogonal functions, complex numbers, Fourier series,

probability distributions, and numerical methods.

320 – Classical Mechanics I w/Lab (4)
Prerequisites: Physics 105 and Mathematics 224; Corequisite: Mathematics 312. Recommended: Physics 317. General kinematics and dynamics of a single particle and systems of particles in three dimensions, harmonic motion, central forces, conservation laws, Lagrange mechanics. Laboratory.

322 – Classical Mechanics II (3)
Prerequisite: Physics 320. Extensive 3D translational and rotational motion analysis and simulation, kinematics and dynamics of systems of particles, non-inertial reference frames, Lagrangian and Hamiltonian mechanics.

330 – Electricity and Magnetism I w/Lab (4)
Prerequisites: Physics 106 and Mathematics 224 and 312; Recommended: Physics 317. Development of electric and magnetic static properties in vacuum and matter, electrodynamics and Maxwell's equations. Laboratory.

332 – Electricity and Magnetism II (3)
Prerequisite: Physics 330. Covers conservation laws, electromagnetic waves in vacuum and matter, radiation transport and relativistic electrodynamics.

383 – Electronics (4)
Prerequisite: Physics 106. Basic DC and AC circuit theory, network filters, power supplies, non-linear devices and basic digital circuit theory; experiments using linear and non-linear elements. Laboratory.

384 – Advanced Physics Laboratory (4)
Prerequisite: Physics 211. Recommended: Physics 392. Experiments relevant to 20th century physics: electron's charge and mass, charge quantization, atomic spectra, microwave properties, speed of light, intensity and attenuation of radiation.

392 – Optics w/Lab (4)
Prerequisite: Physics 106. Introduction to topics in geometrical and physical optics: reflection, refraction, superposition, interference, diffraction, polarization, laser systems, and holography. Laboratory.

301– Thermodynamics and Statistical Mechanics (3)
Prerequisite: Physics 106. Temperature, thermodynamic states and variables, the laws of thermodynamics, entropy, thermodynamic potentials, change of phase, and the statistical properties of thermodynamic systems.

410 – Quantum Mechanics I w/Lab (4)
Prerequisites: Physics 211 and Mathematics 224 and 312. Recommended: Physics 317. Introduction to basic principles of non-relativistic quantum mechanics: wave packets, uncertainty principle, wave functions, Schrodinger equation, harmonic oscillator and hydrogen atom. Laboratory.

412 – Quantum Mechanics (3)
Prerequisite: Physics 410. Matrix representation of quantum mechanics, transformations, perturbation theory.

462 – Advanced Nuclear Physics (3)
Prerequisite: Physics 210. A research course in theoretical nuclear physics.

471 – Selected Topics in Physics (3)
Prerequisite: permission of the instructor. Specialized topics in physics not offered on a regular basis, such as particle physics and general relativity.

472 – Solid State Physics (3)
Prerequisite: Physics 211. Introduces the physics of solids - elementary materials science; electrical, optical and magnetic properties of materials; the modern theory of solids (band theory, Fermi energy and surfaces, phonon behavior); fundamental semiconductor characteristics and device physics.

482 – Physics Seminar (1)
A capstone course for senior physics majors only. Students give oral presentations on selected topics in physics.

491, 492 – Individual Study (1–4, 1–4)
Open to junior and senior physics majors. Four credits when taken for Honors in Physics.

499 – Internship (Credits Variable)
Supervised off-campus experience, developed in consultation with the department.

POLITICAL SCIENCE

Department of Political Science and International Affairs

John M. Kramer, *Chair*
Jason W. Davidson, *Career Advisor*

Faculty

Distinguished Professor
John M. Kramer
Associate Professors
Stephen J. Farnsworth
Elizabeth F. Larus
Assistant Professors
Robert Barr
Rosalyn L. Cooperman
Jason W. Davidson
Emile Lester
Ranjit Singh

The Political Science Program

Political Science, the study of how various political systems work, offers courses ranging from urban politics and government to international politics. The department also provides many outlets through which students can gain practical knowledge of the field, including visits to Virginia's state capital and to Washington, D.C., internships in governmental offices, and involvement in major political events, such as the United Nations' student conference. Political Science is a good background for a career in law, urban planning, teaching, government, and private enterprise; it also lends itself to further study in graduate school.

Requirements for the Political Science Major

Thirty-six (36) credits including Political Science 101, 102, 201, and one political science class, which may also be used to fulfill other political science major requirements, designated as "Writing Intensive." One course each to be chosen by faculty advisor and student from each of the following subfields: American Politics; Comparative Politics; International Relations; Political Theory; Fifteen additional credits in political science, excluding PSCI 499.

Political Science 101-102 is a prerequisite to all Political Science courses.

Political Science Course Offerings

101 – Introduction to Political Science (3)
Survey of the basic concepts and theories of political science, including comparative analysis of political institutions and ideologies.

102 – Introduction to International Relations (3)
Survey of major issues in international politics and foreign affairs, with emphasis on global awareness of states, regions, and politics in the international system.

201 – American Government (3)
Principles of Political Science as applied to American national government.

202 – American Public Policy (3)
A study of selected issues in public policy, including those related to the economy, health care, poverty, education, and the environment.

291 – Research and Writing in Political Science (3)
Principles of research and writing techniques for political science.

301 – Comparative Government of Western Europe (3)
Comparative analysis of the governments of the United Kingdom, France, and Germany.

302 – The Politics of Soviet Successor States (3)
A comparative analysis of politics in Soviet successor states and the legacy bequeathed to them by communist rule in the U.S.S.R.

304 – Contemporary American Politics (3)
In-depth analysis of selected problems in contemporary American politics.

311 – Congress and the Political Process (3)
Analysis of the contemporary role of Congress in its relation to the Presidency, the federal bureaucracy, and pressure groups.

312 – The American Presidency (3)
Analysis of the modern Presidency and its role in the American political system.

321 – Theories of International Relations (3)
Analysis of major theories of international relations. Topics include war, peace, international security, political economy, and global institutions such as the United Nations system.

323 – Latin American Politics (3)
Comparative analysis of politics in Latin America, including historical precedents and contemporary systems in several of the region's countries.

324 – U.S. – Latin American Relations (3)
Study of U.S. foreign policy towards Latin America, including its major historical developments and contemporary challenges.

332 – Metropolitan Problems (3)
Analytical study of the problems of American cities and other areas.

334 – Political Parties and Elections in America (3)
Structure and function of political parties; conduct of elections; pressure groups.

350 – Politics of Developing Countries (3)
Analysis of major issues and theories of political development in Latin America, Africa, and Asia, including political modernization and decay, civil society, and North-South relations.

354 – Politics of South Asia (3)
Study of political life in India, Pakistan, Bangladesh, and Sri Lanka.

355 – Politics of the Middle East and North Africa (3)
Study of politics in Iran, Israel, Turkey, and the Arab World. Featured topics may include Islam and politics, nationalism and the impact of Westernization, the Arab-Israeli conflict, and politics in the Persian Gulf.

356 – American Foreign Policy (3)
Problems facing the United States in its search for national security and international stability.

357 – Russian Foreign Policy (3)
Analysis of the foreign policy of post-communist Russia.

360 – Theory and Practice of Revolution (3)
Comparative analysis of theories of revolution and case studies of selected revolutions.

361 – Problems of Communism (3)
Study of the origins, development, and contemporary aspects of world communism.

362 – Politics of Central and Eastern Europe (3)
Study of political life under both communist and post-communist rule in Bulgaria, the Czech and Slovak Republics, Hungary, Poland, Romania, and the former Yugoslavia.

363 – Mass Media Politics (3)
Study of the role of the mass media in shaping political attitudes and events.

366 – Government and Politics of China (3)
The study of political and economic development of the People's Republic of China from both historical and conceptual perspectives, including discussion of political and economic reform since 1978, rising differentiation within Chinese society, human rights, and prospects for democracy in China.

367 – East Asia in World Affairs (3)
The role of East Asian countries in international affairs. Special emphasis is placed on the examination of the foreign policies of China and Japan, the development of Greater China, tension on the Korean Peninsula, and cooperation and conflict in the Pacific Rim over national security, trade issues, and human rights.

370 – Women and Politics (3)
Provides an overview of the major debates concerning women and politics. The first section of the course examines the historical evolution of women's participation in American politics from the fight for suffrage through the modern feminist movement. The second part of the course analyzes the experience of women as voters, candidates, and officeholders. Finally, students will evaluate the impact of specific public policies on women. The policy areas investigated will include abortion, welfare, child care, education, and employment issues.

422 – American Civil Liberties (3)
Intensive analysis of civil liberties in the United States, based primarily upon decisions of the Supreme Court.

441 – History of Political Thought I (3)
Examination of the contributions of the great political theorists from Plato to Burke.

442 – History of Political Thought II (3)
Examination of the contributions of modern political philosophers.

443 – Modern Political Analysis (3)
Study of the theories and application of modern political analysis.

444 – Political Movements and Organizations in Latin America (3)
Intensive analysis of political organizations and movements in contemporary Latin America. Topics may include political parties, guerrilla movements and populism.

471 – Political Science Seminar (3)
Intensive reading and group discussion of selected topics in political science.

491 – Individual Study in Political Science (3)
Directed individual research on approved problems in political science.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with the department. No credit can count towards the major.

PSYCHOLOGY

Department of Psychology

Debra C. Steckler, *Chair*
Steve Hampton and Miriam Liss,
Career Advisors
B. David MacEwen, *Internship Advisor*
Miriam Liss and Mindy J. Erchull
Psi Chi Advisors

Faculty

Distinguished Professor
Roy H. Smith

Professors
Christopher T. Kilmartin
B. David MacEwen
Christine A. McBride
Thomas G. Moeller
Denis Nissim-Sabat
Larry W. Penwell

Associate Professors
Steve R. Hampton
David W. Kolar
Miriam N. Liss
Debra C. Steckler

Assistant Professors
Mindy J. Erchull
Jennifer Mailloux
David A. Rettinger
Holly H. Schiffrin

The Psychology Program

The psychology major provides students with a sound introduction to psychology as a scientific discipline, including both traditional areas and more recent trends and theoretical developments. Psychology majors receive extensive training in methodology and statistics. The study of psychology emphasizes critical thinking and the development of writing, oral communication and research skills.

Students are exposed to the variety of subject areas that define the field of psychology and are given the opportunity for hands-on, empirical work. Many students work on research teams and do year-long research projects under the direction of an individual faculty member. A variety of internships are offered at local businesses and social service agencies.

Course sequences prepare students for either graduate work in the social sciences or employment immediately after graduation. Employment options include research in various business settings;

social work; human resource management; computer applications; and counseling and case management in social service and mental health settings like probation and parole, mental retardation, substance abuse, and adolescent/adult group homes. The curriculum also provides an excellent preparation for professional school and graduate study in psychology. Courses offered in collaboration with Business Administration explore the application of psychological principles and research methods to various work environments for students interested in careers in management, human resources, organizational behavior, organizational development, and industrial/organizational psychology.

The department sponsors a chapter of Psi Chi, the national honorary society in psychology, which annually sponsors an undergraduate research symposium at which students present both course and team research projects. Students are encouraged to be members of the Virginia Psychological Association and present their research at meetings of the Association. Each year the department awards several scholarships: the J. Christopher Bill Scholarship in Psychology to an outstanding rising senior in psychology, Minnie Rob Phaup Memorial Scholarships to junior and senior psychology majors, and the Burney Lynch Parkinson Memorial Scholarship to a student interested in education. The department also presents the Outstanding Senior Psychology Award to a graduating major.

Department facilities include computer laboratories suitable for both general student use and specialized work in cognition, sensation and perception, and physiological psychology; an animal laboratory complete with a vivarium, surgery, shop, and computerized experimental controls; a computerized video laboratory for studying social, developmental, and group processes; a number of rooms and a variety of equipment suitable for conducting empirical research with human participants; facilities for psychological testing; and computerized physiographs for use in experimental and clinical applications.

Requirements for the Psychology Major

Thirty-nine (39) credits in Psychology courses, including 100, 261, 360, 362, and 421; and at least one course from each of the following four groupings: (1) 372, 373, 374, 375, 381; (2) 301, 311, 320, 331, 332, 333, 342; (3) 305, 307, 353, 385, 392, 394; and (4) 321, 491 (minimum of 4 credits over 2 successive semesters), 499, or forty hours of supervised community service. The community service option requires at least forty hours of volunteer work at an approved community service site or at least twenty hours at each of two sites, and attending one reflection session per site during each semester of service. Students completing their community service during their last semester must complete all requirements by March 1 (November 1 for those finishing in December).

The BCABA Sequence.

UMW undergraduates may enroll in a three-course sequence designed to provide the coursework required for eligibility to take the Board Certified Associate Behavior Analyst (BCABA) examination. Students must have (1) senior standing (90 credits) and (2) a minimum 3.0 GPA to be eligible to take the graduate level courses.

Courses in the sequence cover major principles, process and concepts of behavior analysis, and allow students opportunities to practice and apply basic techniques as defining behaviors, gathering data, and designing and carrying out behavior change programs. The sequence also covers specific behavior change techniques and ethical considerations, with a focus in some of the courses on how to teach children with autism. This sequence has been approved by the Behavior Analyst Certification Board. Students interested in receiving the BCABA must also complete practicum hours and receive supervision by a Board Certified Behavior Analyst.

Only certain undergraduate instructors are approved by the BACB to offer the first course in the sequence; students should consult the online schedule of courses prior to registering to be sure they are in the correct section. The second two courses in the sequence are taught only at the College of Graduate and Professional Studies (Stafford Campus).

Required Courses in the BCABA Sequence (9 credits)

PSYC 453/EDSE 527 Principles of Learning and Motivation (3 credits)

EDSE 528 Basic Methods of Applied Behavior Analysis (3 credits)

EDSE 529 Techniques in Behavior

Analysis (3 credits)

Psychology Course Offerings

100 - General Psychology (3)
Fundamental principles of human behavior; history of psychology; research methods; the nervous system; learning; memory; personality; psychological disorders; therapy; social behavior; careers in psychology.

261 - Introductory Statistics for Psychology (4)
Prerequisite: Psychology 100. Introduction to descriptive and inferential statistical methods, including basic ANOVA and simple regression. Emphasis on parametric tests and correlational methods. Laboratory experience includes problem solving, technical writing, and use of computer statistical packages (SPSS).

301 - Social Psychology (3)
Prerequisite: Psychology 100. Individual behavior in a social context; attitudes; social influence; attribution; prejudice and discrimination; prosocial behavior and aggression.

305 - Biocognition (3)
Prerequisite: Psychology 100. Introduction to the neural basis of cognitive processes emphasizing changing models of cognitive functioning.

306 - Biocognition Laboratory (1)
Prerequisite: Psychology 100; corequisite Psychology 305. Computer-based applications and tutorials supplementing conceptual themes of Psychology 305, Biocognition.

307 - Computer Applications in the Social Sciences (3)
Prerequisite: Psychology 261. Educational technology, multimedia development, Web page construction, and artificial intelligence.

311 - Abnormal Psychology (3)
Prerequisite: Psychology 100. Various models of psychopathology, history of abnormal psychology, psychological disorders: their causes, and therapies.

315 - Foundations of Clinical Psychology (3)
Prerequisite: Psychology 100. Professional issues in clinical psychology, assessment of intelligence and personality, theories and practices of the major schools of psychotherapy, effectiveness of psychotherapy, community psychology, and primary prevention.

318 - Applied Counseling Psychology (3)
Prerequisites: Psychology 100 and either 311, 315, 320, or 342. Introduction to activities of psychological counselors with a focus on practical experience and skill building. Major emphases on psychological testing and building an effective counseling relationship.

320 - Psychology of Exceptional Children and Youth (3)
Prerequisite: Psychology 100. A consideration of theories, relevant empirical research, and interventions regarding cognitive, emotional, and behavioral exceptionalities from infancy through adolescence.

321 - Practicum in Exceptional Child Psychology (1)
Prerequisites: Psychology 100 and 320. Supervised experience working with exceptional children in local schools and agencies.

331 - Developmental Psychology: The Infant and Child (3)
Prerequisite: Psychology 100. Psychological development from conception through childhood. Consideration of developmental processes, theories, issues, and relevant research.

332 - Developmental Psychology: The Adolescent and Adult (3)
Prerequisite: Psychology 100. Theories of, and research on, personality, social, physical, and intellectual characteristics from adolescence to young adulthood.

333 - Psychology of Aging (3)
Prerequisite: Psychology 100. Theories and research in aging, changes in personality, intellectual abilities, cognitive capacities, and physical capabilities from adulthood to death.

335 - Applied Child Psychology (3)
Prerequisites: Psychology 100 and 320 or 331. A consideration of professional issues, assessment, therapy, consultation, and prevention as applied to child-clients in schools and clinical settings.

339- Health Psychology (3)
Prerequisite: Psychology 100. Exploration of psychological issues surrounding health, illness, and medical care. Social psychological perspectives are applied to such topics as stress-related diseases, exercise adherence, and doctor-patient interactions.

342 - Psychology of Personality (3)
Prerequisite: Psychology 100. Personality structure, dynamics, development, and methods of research.

346 - Forensic Psychology (3)
Prerequsite: Psychology 100 and 301 or 311 or 320 or 342. Examination of criminal behavior from a psychological perspective, including causes of criminal behavior, the criminal personality, the relationship between psychology and law, how psychology is applied to legal situations, rehabilitation, and the prediction of dangerousness.

347 - Psychology of Men (3)
Prerequisite: Psychology 100. Impact of sex and gender on male behavior, including models of masculine development. Includes work, physical and mental health, violence, ethnicity, sexuality, and relationships.

349 - Psychology of Human Sexuality (3)
Prerequisite: Psychology 100. Introduction to major areas of investigation concerning human sexuality, including anatomy, physiology, culture, behavior, sexual health, sexual violence, dysfunctions, and therapy.

350 - Psychology of Women (3)
Prerequisite: Psychology 100. Impact of sex and gender on the individual, interpersonal, and institutional female experience. Includes work, physical and mental health, physical and cognitive ability, social status and empowerment, ethnicity, and sexuality.

360 - Advanced Statistics for Psychology (3)
Prerequisite: Psychology 261. Introduction to advanced statistical methods, including ANOVA models, a priori and post hoc tests, and multiple regression. Particular emphasis on quasi-experimental and correlational methods, and data entry, data analysis using SPSS, and data presentation.

362 - Research Methods for Psychology (4)
Prerequisite: Psychology 261. Introduction to both laboratory and applied methods commonly used in psychological research including experimental, quasi-experimental, observational, qualitative, and correlational methods. There is a strong focus on the role of ethics in research integrated into student's own process of data collection, data analysis using SPSS, and formal presentation of their research results.

372 - Sensation and Perception (4)
Prerequisites: Psychology 360 and 362. Study of perceptual and sensory systems, with an emphasis on vision and hearing, as well as on psychophysical methods.

373 - Cognitive Psychology (4)
Prerequisites: Psychology 360 and 362. Methodology, research, and theory in the study of human memory, language, and thinking.

374 - Physiological Psychology (4)
Prerequisite: Psychology 360 and 362. Exploration of biological bases of behavior and neurological correlates of psychological events.

375 - Experimental Social Psychology (4)
Prerequisites: Psychology 301, 360, and 362. Current theory and research in social psychology with a methodological focus on experimentation, direct and indirect observations, and surveys.

381 - Applied Behavioral Analysis (4)
Prerequisites: Psychology 360 and 362. Empirical and theoretical approaches to the study of the mechanisms of adaptive behavior.

385 - Industrial-Organizational Psychology (3)
Prerequisite: Psychology 261 or Business 259. Behavioral aspects of organizations, presenting concepts, theories, research, and research techniques applicable to people in organizations. Topics include personnel selection and placement, job and work environments, worker motivation, job satisfaction, and the organizational and social context of human work. Cross-listed as Business Administration 345.

386 - Human Resources Management (3)
Prerequisite: Psychology 261 or Business 259. Philosophy, principles, policies, and programs for effective personnel management and industrial relations in business, governmental, and not-for-profit organizations. Cross-listed as Business Administration 346.

387 - Organizational Development and Change (3)
Prerequisites: Psychology 261 or Business 259 and either Psychology 301, 385, 386 or Business 300. System-wide application of behavioral science methods, theories, and accumulated knowledge to the development, change, and reinforcement of organizational strategies, structures, and processes for improving organizational effectiveness. Cross-listed as Business Administration 347.

392 - Behavior Genetics (3)
Prerequisites: Psychology 100 and one year of biology. Use of principles of genetic transmission, population genetics, and evolutionary and sociobiological theories in the study of individual differences.

394 - Psychopharmacology (3)
Prerequisites: Psychology 100 and one year of biology or one year of chemistry. Principles of drug action in the body, drug effects on behavior, and the social psychology of drug use.

421 - History of Psychology (3)
Prerequisite: Fifteen hours in Psychology. Survey of historical antecedents of modern psychology.

453 - Fundamentals of Learning and Motivation (3)
Prerequisite: Psychology 100. Survey of empirical findings and theoretical issues in the analysis of learning and motivation and their interaction in the determination of behavior.

470 - Seminar in Psychology (3)
Prerequisites: Psychology 100 and courses specified by instructor. Seminar on enduring and/or contemporary issues in psychology. Different topics in different semesters. May be repeated with different topics.

480 - Selected Topics in Psychology (3)
Prerequisites: Psychology 100 and courses specified by instructor. Enduring and/or contemporary issues in psychology. Different topics in different semesters. May be repeated with different topics.

490 - Guided Readings in Psychology (1B3)
Prerequisites: Junior standing and twelve credits in psychology beyond Psychology 100. Readings in a specialty area of psychology. Maximum of three credits toward the major; maximum of six credits in Psychology 490 and 491 combined may count toward the major.

491 - Individual Research (variable; maximum of 3 per semester)
Prerequisites: Psychology 360 and 362 or permission of instructor. Empirical investigation and/or theoretical research. Maximum of six credits in Psychology 490 and 491 combined may count toward the major program.

499 - Internship (1-6 credits)
Prerequisites: Junior standing and twelve hours in psychology beyond Psychology 100. Supervised off-campus experience. Prerequisites for specific internships differ. Maximum of three credits toward the major program.

RELIGION

Department of Classics, Philosophy, and Religion

Craig R. Vasey, *Chair*
James E. Goehring, *Career Advisor*

Faculty

Distinguished Professor
David W. Cain

Professors
James E. Goehring
Mehdi Aminrazavi, *Kurt F. Leidecker Chair of Asian Studies*

Assistant Professor
Mary Beth S. Mathews

The Program in Religion

The discipline of religion investigates the religious dimension of human existence throughout history and across cultures. Courses in religion acquaint students with the world's major religious traditions, texts, and figures. Students learn the many ways of studying religion and engage in critical discussion of diverse themes and issues. The small size of the religion program permits personal attention. The major in religion offers a high degree of flexibility, and individual interests are encouraged. A degree in religion equips students with the tools of a liberal education necessary for many careers. Religion graduates enter the world beyond college with a broad cultural awareness and an ability to engage in dialogue discerningly. They are trained to conduct research, to think critically, and to write and express ideas persuasively. Religion majors have pursued careers in such fields as public relations, journalism, teaching, service organizations, business, and the arts. The B.A. in religion also prepares students for graduate school or seminary study in religion, as well as for graduate study in other fields such as law and social work.

Honors are awarded in religion on the basis of excellence in religion major course work and in writing a senior thesis in Religion 401 – Guided Research. Internships are available to qualified students. Various courses in other disciplines are accepted towards the religion major which allows students to have an interdisciplinary approach in the formation of their major. Various religion offerings also complement work in American studies, anthropology,

classics, drama, English, history, international affairs, philosophy, and psychology, among other disciplines.

Requirements for the Religion Major

Thirty (30) credits including RELG 101; one course from RELG 103, 117, 201, or 206; one course from RELG 210, 283, 284, 286, or 287; RELG 401; and 18 additional credits chosen from religion courses or CPRD 299, PHIL 301, ANTH 318, SOCG 422. Nine of the additional credits (3 courses) must be at the 300- or 400-level, and two of these must be religion courses (excluding 499).

Prerequisites: All 300- and 400- level religion courses have as a prerequisite any one 100- or 200-level religion course or the permission of the instructor.

Religion Course Offerings

101 – Introduction to World Religions (3)
Survey of the major religions of the world including among others Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Daoism.

102 – Introduction to the Study of Religion (3)
Examination of the religious dimension of human life, the ways in which it is defined, and the methods by which it is studied.

103 – Ideas and Culture: The Religious Tradition (3)
Study of the religious dimension of Western culture from the beginning of the Roman Empire until today.

117 – Introduction to Christian Theology (3)
Christian theology is characterized as a way of seeking to make sense of life in relation to central doctrines and concepts.

201 – Judaism (3)
Historical and religious development of Judaism from biblical times to the present.

205 – Hebrew Bible (3)
Study of the literature, history, and culture of ancient Israel within the broader context of the ancient Near East.

206 – Christian Beginnings (3)
Study of the literature, history, and beliefs of the first Christians within the broader cultural context of the Roman Empire.

210 – Islam (3)
This introductory course examines the *Quran*, the life of the prophet Muhammad, Islamic law, philosophy, theology, mysticism, and art.

211 – Greek and Roman Religion (3)
The public, personal, and mystery religions of the Greeks and Romans, and the development of classical religious ideas. Cross-listed as Classics 211.

231 – Special Studies in Religion (3)
Among topics taught at different times: Current Theological Issues, The Roman Catholic Tradition, World Religions II. Different subjects taught under this course number count as different courses.

250 – African American Religions (3)
A study of the variety of African American religious expression from colonial times to the present. Course will include slave religions, African American interpretations of Protestant and Roman Catholic thought, religion and the Civil Rights struggle, as well as Santeria and Voodoo.

270 – Death and Resurrection (3)
Study of different interpretations of gospel accounts of Jesus' death and resurrection in the wider context of ancient Near Eastern thought and of contemporary treatments of the "death and resurrection" theme.

271 – Studies in Faith and Literature (3)
Study of relationships between Christian faith and literary art in contemporary novels, plays, and films.

272 – Studies in Christian Ethics (3)
This course examines relationships between Christian faith and Christian ethics, looking at historical developments and considering such issues as life and death, sexuality, alterity, politics, and ecology.

273 – Studies in Suffering and Evil (3)
Theological, philosophical, and literary investigations in theodicy: "If God is good, whence evil?"

276 – Religion in America (3)
Principal figures, groups, trends, and issues in religion in America from the colonial period to the present.

283 – Hinduism (3)
An introduction to the thought and traditions of Hinduism. Readings from the Vedas, Upanishads, Bhagavadgita, Puranas, and later works. Crosslisted as Philosophy 283

284 – Buddhism (3)
An introduction to the thought and traditions of Buddhism. Readings from the Dhamapada as

well as from various Theravada and Mahayana traditions. Crosslisted as Philosophy 284

286 –Confucianism (3)
An introduction to major Confucian texts and the contemporary uses of Confucian thought. Crosslisted as Philosophy 286

287 –Daoism (3)
An introduction to major Daoist texts and the contemporary uses of Daoist thought. Crosslisted as PHIL 287

301 – Jesus (3)
Study of selected presentations of Jesus from the first century until today. Emphasis will be gospel traditions and film.

305 – Religion and Politics in the United States (3)
A historical and thematic examination of the interaction of religion and politics in U.S. culture.

306 – Early Christian Thought (3)
The theology and social world of the early Christian churches in the second through fourth centuries.

313 – 20th-Century European Theology (3)
Persons and problems of European theology from Barth and Bultmann to Moltmann and Jüngel, from liberal to liberation theology.

314 – 20th-Century American Theology (3)
Study of major theological figures and concerns from Niebuhr and Tillich to Cone and McFague.

317 – Religions in Dialogue (3)
If one religion is, in some sense, "true," are other religions rendered "false"? Is it possible to confess the truth of one religion and yet remain appreciatively open to the insights of other religions? This course proposes to work through these and related concerns of our "pluralistic" age.

318 – Philosophy of Religion (3)
Philosophical examination of such topics as the relationship between faith and reason, the existence or non-existence of God, life after death, mysticism, and miracles. Cross-listed as Philosophy 318.

331 – Special Studies in Religion (3)
Among topics taught at different times: Asceticism, Body, and Gender in Late Antiquity; Nineteenth-Century Theology; Gnosticism; Religion and Politics in Islam, Women, Sexuality, and the Western Religious Tradition. Different subjects taught under this course number count as different courses.

340 – Mysticism East and West (3)
Study of the mystical dimensions of Judaism, Christianity, Islam, Hinduism, Buddhism, and Taoism.

341 – Major Religious Thinkers (3)
Among thinkers studied in some depth at different times: Paul, Augustine, Avicenna, al-Ghazzali, Dostoevsky, Kierkegaard, Wiesel. Different figures taught under this course number count as different courses.

400 – Research Seminar: Selected Religious Texts (3)
Prerequisite: Junior or senior status or consent of instructor. In-depth study of selected religious texts chosen by the instructor. Text selection will vary; examples include the Bhagavadgita, Kierkegaard's Philosophical Fragments and the Sayings of the Desert Fathers.

401 – Guided Research (3)
Preparation of a senior thesis under the direction of the religion faculty. Choice of topic by student. Capstone course required of all senior majors.

491, 492 – Individual Study (3, 3)
Individual work under the guidance of the religion faculty. By permission of the religion faculty.

499 – Internship (1–6)
Supervised off-campus learning experience, developed in consultation with the religion faculty.

Joint Course Offerings
Classics–Philosophy–Religion

299 – Mysterium Humanum Studies (3)
Different topics of fundamental human concern are treated at different times in this interdisciplinary course involving the entire faculty of the Department of Classics, Philosophy, and Religion. Topics covered in the past include Wrestling with Death, The Tempest of Time, Sex and Society in the West, Slavery, and Freedom and Religion.

301, 302 – Studies in Ancient Languages (3, 3)
Prerequisite: permission of instructor. Introduction to the morphology and syntax of selected ancient languages relevant to the study of classics, philosophy, and religion (such as Coptic, Quranic Arabic, and Sanskrit). These courses do not satisfy the College's general education requirement for proficiency in a

foreign language.

331 – Crossdisciplinary Topics in Classics, Philosophy, and Religion (3)
A consideration of a theme from the perspective of two or three of the disciplines taught in the Department of Classics, Philosophy, and Religion.

SOCIOLOGY

Department of Sociology and Anthropology

Debra J. Schleef, *Chair*
Joan T. Olson , *Career Advisor*

Faculty

Professor
Timothy A. Crippen

Associate Professors
Alejandro R. Cervantes-Carson
Tracy B. Citeroni
Kristin Marsh
Joan T. Olson
Debra J. Schleef

Assistant Professor
Leslie E. Martin

The Sociology Program

Sociology systematically investigates human society and social interaction, seeking to understand patterns of organization and change in a variety of settings.

The sociology major offers a strong foundation in sociological theory and methods of research. In addition, students take courses to deepen their understanding of socialization, culture, social organization, social change, differentiation, and inequality. Courses focus on such topics as aging, criminology, ethnic and racial relations, family, gender, juvenile delinquency, medicine, occupations and professions, organizations, politics and the state, popular culture, population, religion, and urban life.

Special readings, individual study, and research offer students the opportunity to pursue areas of special interest. Supervised internships are also available.

The program of study is designed to provide sociology majors with a strong foundation for graduate work in the social sciences, as well as for a variety of careers, including elementary and secondary teaching, social services, public policy formulation, public administration, urban planning, and research in both public and private agencies, including private industry and the allied health professions.

Requirements for the Sociology Major

Thirty-six (36) credits, including Sociology 100, 200, 364, 365, 471 or 472, and twenty-one (21) additional upper-level Sociology credits excluding internships. Note that Mathematics 200: Statistics is a prerequisite for Sociology.

364: Quantitative Research Methods & Analysis and must be taken prior to enrolling in this course. A maximum of six upper-level anthropology credits, excluding individual study (Anthropology 491, 492) and internships (Anthropology 499) may be substituted for upper-level sociology courses.

Sociology Course Offerings

100 – Social Problems (3)
Sociological perspectives for analyzing social problems such as economic inequality, race relations, and crime. Emphasis varies by instructor.

200 – Principles of Sociology (3)
An introduction to the nature and scope of sociology, emphasizing the development and uses of basic concepts, theories, and methods of inquiry. Emphasis varies by instructor.

304 – Social Stratification (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Analysis of inequality in society. The nature and consequences of social stratification and power in modern society.

313 – Urban Sociology (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Problems of city growth and living; the influence of social, cultural, and ecological factors upon social organization and everyday social relationships in urban areas.

315 – Gender and Society (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Sociological study of gender differentiation in American society, with an emphasis on major social institutions and social change.

331 – The Family (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Historical changes in American patterns of marriage, divorce, and childrearing; social class, racial, and ethnic variation; and alternative family forms.

332 – Introduction to Social Welfare (3)
Prerequisite: Sociology 100 or 200 or permission of instructor. The history, philosophy, and institutionalization of social welfare; social work as a profession, methods, and policies.

334 – Medical Sociology (3)
Prerequisite: Sociology 100 or 200 or permission of instructor. The relationship of disease and health to social structure and culture. Organizational and role analysis of the medical care industry, various allied health professions, and alternative approaches to coping with health and illness.

335 – Global Perspectives on Health and Illness (3)
Prerequisites: SOCG 100 or SOCG 200 or permission of the instructor. Analyze problems of health, illness, inequality, and care at the global level. Examine health care systems and health promotion in comparative perspective. Explore how social forces shape individual and group health behaviors and illness experiences in various structural and cultural contexts. Emphasis on health rights as human rights.

341 – American Society (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Study of selected issues in contemporary American society.

342 – Sociology of Work: Occupations and Professions (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Analysis of major occupational groups; special emphasis on professions and executive roles; relationship of occupations to other aspects of society; the growth of leisure.

345 – Contemporary Mexico (3)
Prerequisites: Sociology 100 or Sociology 200 or permission of the instructor. Analyze the political system, political transformations, and political relations in contemporary Mexican society. The examination will address both the formal (state) and the informal (civil society) spheres of politics. Develop a sociological understanding of both the institutional dynamics of, and the specific contributions of social movements to, the processes of political change. Special attention to historical and cultural dimensions of political change, and to the relationship between social inequality (class, gender, and ethnicity) and politics.

351 – Juvenile Delinquency (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. The development of the concept of juvenile delinquency. The extent and nature of delinquent behavior and efforts at explanation and control.

352 – Criminology (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Causal theories and descriptive research on adult crime; survey of the American criminal justice system.

364 – Quantitative Research Methods and Analysis (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor and Math 200. Quantitative sampling and study design, questionnaire construction and administration, analysis of survey data with emphasis on cross-classification, correlation, and regression techniques.

365 – Qualitative Research Methods and Analysis (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Introduction to qualitative sociological research methods, including participant observation, interviewing, and narrative analysis. Students will engage in independent research to gather and analyze qualitative data.

400 – Sociology of the Body (3)
Prerequisites: Sociology 100 or Sociology 200 or permission of the instructor. How are bodies socially constructed? Seminar examines social, particularly feminist, theories of embodiment. Central questions consider how bodies are sexed/gendered, racialized, ethnicized, aged, sexualized, classed, sickened/cured, and otherwise modified through social processes. Also explores the subjective experience of embodiment.

404 – Global Inequality and Development (3)
Prerequisites: Sociology 100 or Sociology 200 or permission of the instructor. Examines social, economic, and political development at the global level and in comparative perspective. Students consider competing perspectives on global inequality, with attention to the role of power relations and historical contingencies in shaping issues of development and underdevelopment.

411 – Popular Culture (3)
Traditional sociological conceptions of popular culture as well as recent theoretical interventions and studies of everyday life, gender, social class, and race and ethnicity from feminist studies, American studies, minority discourses, and cultural studies. Popular culture as a meaningful site of political and social resistance for the disenfranchised.

415--Sociology of Law (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. The role of law in American society, particularly the relationship between legal and other institutions. Sociological approaches to American legal cultures, the legal profession and legal education, law and social change.

421–Racial and Ethnic Relations (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Analysis of the relationship between ethnic and racial groups and their relationship to the dominant ethnic majority in America and other societies. Sociological examination of concepts such as racism, racial identity, prejudice, discrimination, inter-group conflict, power, assimilation, and pluralism.

432 – Political Sociology (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Theories and research regarding the social structural and cultural bases of political authority in society; emphasis given to the polity, power, and political action as integral aspects of socio-cultural organization and dynamics.

442 – Social Change (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Considers alternative approaches to the study of evolution and revolution in various spheres of human social activity including politics, economics, religion, and ideology.

446 – Latinos in the United States (3)
Prerequisites: Sociology 100 or Sociology 200 or permission of the instructor. How is it that a source of identity construction can at the same time constitute a form of social estrangement? Why is it that a form of unequal distribution of privilege can also be a foundation for the emergence of a sense of personal and social identity? In this course and for the case of Latinos in the U.S., we will study the central issues that can help explain that sociological paradox. Special attention will be given to the issues and processes of citizenship, migratory experience, social inequality, national identity, and political empowerment.

471 – History of Social Theory (3)
Prerequisite: Sociology 100 or 200 and completion of at least 6 credit hours of 300-400 level sociology courses, or permission of the instructor. Presentation and analysis of major forms and themes of social and early sociological theory from the 16th century to the early 20th century.

472 – Contemporary Sociological Theories (3)
Prerequisite: Sociology 100 or 200 and completion of at least 6 credit hours of 300-400 level sociology courses, or permission of the

instructor. Consideration of major sociological theorists of the 20th and 21st centuries.

488 – Selected Topics in Sociology (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Major concepts or points of view in contemporary sociology with an emphasis on discussion. Topic varies.

489 – Special Readings (3)
Prerequisite: Permission of the instructor. Reading and discussion of selected topics from a sociological point of view. Each student focuses on a single topic, though multiple topics may be offered in one semester.

491, 492 – Individual Study and Research (3, 3)
Prerequisite: Permission of the instructor. Available to qualified students; reading and research, project or paper with guidance of a faculty member.

499 – Internship (Credits variable)
Prerequisite: Sociology 100, 200, six upper-level sociology credits, and permission of the instructor. Supervised off-campus experience, developed in consultation with departmental faculty. Cannot be counted in the major program.

SPANISH

Department of Modern Foreign Languages

Leonard Koos, *Chair*
Elizabeth F. Lewis, *Career Advisor*

Faculty

Associate Professors
Ana Garcia Chichester
Elizabeth F. Lewis
Jose Angel Sainz

Assistant Professors
Jeremy Larochelle
Jessica Locke
Marisa Isabel Martinez-Mira
Shara Voisard

Senior Lecturer
Maria Riegger

The Spanish Program

Through courses in Spanish, students gain proficiency in understanding, reading, writing, and speaking the language. Classes are conducted in Spanish from the beginning levels. Through classroom instruction, individual research, and department-sponsored organizations, students come to know the varied Hispanic cultures around the world. Internships and service learning opportunities in local and regional agencies and organizations that serve the growing Latino population offer students valuable experience outside the classroom.

Students wishing to major in Spanish may select from courses in language, literature, linguistics, and culture. Students may reside in the Spanish speaking residence hall which sponsors various inter-cultural programs each year. Every year a student from a Spanish speaking country spends a year in residence teaching and promoting the Spanish language.

UMW has a well established study abroad program in Bilbao, Spain with the Universidad de Deusto. Students may chose from summer, semester, or year-long courses of study in language, culture, and literature. Summer and semester programs are also offered in Quito, Ecuador, where students may choose community-oriented projects. The university also cooperates with a variety of other overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their programs.

Students interested in international business and economics may choose to

complete the MDFL Business Language Certificate program in Spanish, which includes courses in language and specialized business terminology.

Graduates in Spanish pursue careers in government, the business sector or private fields in which the knowledge of this language and culture is essential. These include careers in education, business, interpreting and translating, research, social services, law and law enforcement, or international relations.

For information regarding general education language requirements, please see page 45 in this Catalog.

Requirements for the Spanish Major

Thirty-nine (39) credits in language, literature, linguistics, and culture courses, including Spanish 314, 317, 318, 323, 324, 327, 328 and 413; either Spanish 393 or 414 or 483; two advanced literature courses; and two additional courses in literature or culture (Spanish 315, 316, 320 or 416) or a combination of one literature and one culture course.

For information regarding general education requirements for students not currently majoring in Modern Foreign Languages, please see page 45 of this Catalog.

Spanish Course Offerings

105 – Intensive Beginning Spanish (6)
Grammar, conversation, reading, laboratory use.

205 – Intensive Intermediate Spanish (6)
Grammar review, reading, oral work, laboratory use.

310 – Spanish for Native and Heritage Speakers (3)
Class addresses special problems in grammar and spelling. Only open to of native and heritage speakers of the language.

314 – Spanish Pronunciation and Oral use (3)
Introduction to phonetics and intensive oral practice above the intermediate level.

315 – Spanish Civilization (3)
Geography, history, and the social, political and cultural background of Spain and the Spanish people.

316 – Latin American Civilization (3)
History, geography, and the social, political and cultural backgrounds of Latin America and the Latin American people.

317 –Grammar and Composition (3)
Studies in grammar and composition.

318 –Grammar and Conversation (3)
Studies in grammar and oral skills.

320 – Topics in Hispanic Culture (3)
Explores cultural issues dealing with the Hispanic culture.

323, 324 – Introduction to Spanish Literature (3, 3)
Survey of Spanish literature from the Middle Ages to present day.

327, 328 – Introduction to Latin American Literature (3, 3)

375 – Spanish Realism and Generation of 1898 (3)
Prerequisites: Any two survey courses in Spanish literature (323,324, 327, 328). Representative authors or themes from nineteenth-century Spanish Realism and Naturalism through the Generation of 1898 in Spain.

378 – Contemporary Latin American Poetry (3)
Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Representative poets from several regions of Latin America, beginning with Modernismo through present day.

383 – Contemporary Spanish Narrative (3)
Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Novels and short stories selected from the beginnings of the 20th century to the present.

385 – Twentieth-Century Latin American Novel (3)
Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Great works from Latin America selected from the period of the Boom and Post-Boom.

386 – The Twentieth-Century Latin American Short Story (3)
Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Collections of short fiction from the avant-garde to present day.

388 – Twentieth-Century Latin American Drama (3)
Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Major Latin American dramatists plus collective and chicano theater.

393 – Spanish for Professional Use (3)
Prerequisites: Spanish 317, 318. Study of

specialized vocabulary, cultural variances, and their application to various professions.

413 –Advanced Grammar and Composition (3)
Prerequisite: Spanish 317, 318. Study of composition, grammar, and lexicon at an advanced level.

414 – Spanish for Translation (3)
Prerequisites: Spanish 317. English-Spanish and Spanish-English translation of texts from different disciplines. Includes studies in history and theory of translation.

415 – Advanced Conversation (3)
Prerequisites: Spanish 318. Oral communication at an advanced level. Students practice conversation skills through individual presentations, group discussions, and other formats.

416 –Topics in U.S. Latino Issues (3)
Prerequisites: Spanish 315, 316 or 320. Issues dealing with the culture and concerns of U.S. Latinos are explored. Topics will vary.

420 – Spanish Cinema (3)
Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Selected topics in film.

475 –Hispanic Women Writers (3)
Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Study of women writers from Spain and Latin America.

481 – Spanish Seminar (3)
Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Selected topics in literature from Spain.

483 – Topics in Spanish Linguistics (3)
Prerequisite: Spanish 314 or permission of the professor. Selected topics in linguistics, including phonetics, phonology, and history of the language.

485 – Latin American Seminar (3)
Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Selected topics in literature and film from Latin America.

491, 492 – Individual Study (3, 3)
Intensive study of a topic selected by student in consultation with instructor. By permission of the department.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with a faculty advisor and the office of Career Services.

SPEECH

Department of English, Linguistics, and Speech

Teresa A. Kennedy, *Chair*
P. Anand Rao, *Career Advisor*

Faculty

Associate Professors
Timothy M. O'Donnell
P. Anand Rao
Director of the Speaking Center
Esther Yook

Instruction in Speech

Speech courses enhance understanding of and skill in oral communication by introducing students to communication theories and by providing opportunities to practice communication in a variety of settings. Courses on the 200-level are performance courses, kept small to allow for individualized instruction. Courses on the 300-level offer a historical and theoretical approach to the study of human communication behavior and examine how communication activities affect society. Students interested in more intensive training in persuasive speaking can join the College debate team and receive academic credit for participating in regional and national tournaments. Speech courses at the 300- and 400-level may count toward the English major.

Speech Course Offerings

205 – Public Speaking (3)
Study of the basic principles of public address in Western society. Emphasis is on developing a theoretical and practical understanding of oral communication through practice in preparing, delivering, and criticizing speeches in class.

206 – Interpersonal and Small Group Communication (3)
Study of the theories and principles of effective communication in small group contexts. Emphasis is on understanding interpersonal communication dynamics and on improving one's communication capabilities as a participant in and leader of small groups.

207 – Literature in Performance (3)
A performance course designed to enhance the performer's appreciation and

understanding of the great literature of the world—poetry, prose, and drama—by translating the printed page into the spoken word. Experience in presenting material to both adults and children.

209 – Argumentation (3)
Study of the use of reasoning in persuasive communication with emphasis on the construction, evaluation, presentation, refutation, and defense of oral arguments.

310 – Intellectual Foundations of Communication (3)
Introduction to human communication studies, starting with the history and theory of ancient rhetoric to discover the signifi cant questions raised by rhetoricians about society and how they can be applied to contemporary life.

311 – Communication and Political Campaigns (3)
Study of persuasive communication in political campaigns, emphasizing the evaluation and criticism of campaign speeches, televised debates, and political advertising.

370 – Topics in Speech Communication (3)
Studies in major figures, movements, and problems in speech communication theory and practice. Consult Schedule of Courses for specific topics.

470 – Debate Practicum (1)
Credit for satisfactory work on the College debate team. Enrollment by permission of instructor and the department. No more than 8 credits of Debate Practicum may count toward the 122 hours required for graduation; four may be counted in the English major.

491, 492 – Individual Study (3, 3)
Individual study under the direction of a member of the staff. By permission of the department. Only three credits of individual study may count toward the English major.

499 – Internship (1–6)
Supervised off-campus experience, developed in consultation with the department. Credits variable. Up to three credits may be counted toward the English major.

THEATRE

Department of Theatre and Dance

Gregg Stull, *Chair and Career Advisor*

Faculty

Professors
David E. Hunt, Jr.
Gregg Stull
Associate Professors
Julie Hodge
Kevin McCluskey
Assistant Professor
Helen Housley
Lecturer
Jill Mitten

The Program in Theatre

The major in Theatre offers a comprehensive foundation on which students can pursue graduate work or begin building a professional career. The major is distinguished by the variety of courses available in performance, design, technology, history and literature. Equally important are the many opportunities available for students to engage what they learn in the classroom to theatre production. This experiential approach is essential to the success of the theatre student.

The Theatre major emphasizes student leadership and responsibility. Students design, direct, build, choreograph, and stage manage mainstage productions, as well as serve in other leadership positions in the department.

Theatre productions are presented in the 295-seat Klein Memorial Theatre and the flexible Studio 115 in duPont Hall. The department maintains a design lab, a CAD lab, a light lab and fully-equipped costume and scene shops and theatre management office. Recent productions have included *A Midsummer Night's Dream, Bat Boy, Shakespeare's R&J, The Laramie Project, Antigone, Les Liaisons Dangereuses, Cabaret, Godspell, The Shape of Things, Love's Labour's Lost, The Taming of the Shrew, Waiting for Godot, Sweeney Todd, As You Like It, Into the Woods, Blithe Spirit, The Trojan Women* and *The School for Wives.*

Lectures and performances by visiting scholars and artists enrich the program. In recent years the campus has hosted such artists as James Earl Jones, Michael Kahn, Ming Cho Lee, Susan Tsu, Megan Terry,

Maria Irene Fornes, Holly Hughes and Eve Ensler.

Requirements for the Theatre Major
Thirty-seven (37) credits including Theatre 113, 131, 211, 212, 218, 281, 321, 361, 362, 431, and 482; either Theatre 341, 433, or 434. In addition, all majors are required to enroll in Theatre Practicum each semester except during the semester of the Senior Project; students may count eight practicum credits toward graduation.

Theatre Course Offerings

111 – Introduction to Theatre (3)
A course for the general student designed to introduce the various elements of theatrical production.

113 – Introduction to Theatre Design (3)
A study of design elements and composition principles as they relate to stage scenery, costumes, and lighting. A survey of theatre design today.

131, 132 – Stagecraft (4, 4)
Theories and techniques of designing, building, painting, and lighting stage settings; organization and operation of production crews. Laboratory.

211, 212 – Dramatic Literature (3, 3)
The reading and discussion of selected plays and of theatrical developments as an introduction to the theatre.

214 – Themes in Contemporary Drama (3)
Prerequisite: Theatre 212. Themes in contemporary dramatic literature. Topic varies.

218 – Voice and Body Movement (3)
Voice and body training to improve vocal quality, articulation, and posture and carriage.

225, 226 – Summer Workshop (1-4, 1-4)
Prerequisite: Permission of Department. An intensive course focused on the production of plays and musicals for the student interested in developing professional skills in the theatre. Cross listed as Dance 225,226.

240 – Stage Makeup (3)
Techniques and styles of stage makeup for theatre and dance.

242 – Costume Construction (3)
An introduction to the principles of pattern development and clothing construction techniques. Projects will include contemporary and period styles. Students will work on costumes for departmental productions. Laboratory.

261 – Exercises in Creativity (4)
A course exploring the definitions of creativity, the theories behind creative behavior, and practical exercises to promote and enhance critical and creative thinking, problem solving, and creativity.

270, 271 – Special Studies in Theatre (3, 3)
Concentration on a single area of theatre for general students. Topics vary from year to year.

280 – Stage Management (3)
An introduction to the theory and practice of stage management for the theatre.

281 – Theatre Management (3)
An introduction to current policies and practices of not-for-profit theatre.

290 – Scene Painting (3)
An examination of the technique and practical applications of painting for the stage.

291 – Fabric Dyeing and Painting (3)
An introduction to the basics of fabric dyeing and painting and their specific applications for the theatre.

310 – Fashion History (3)
A survey of clothing, hair styles, and accessories from the ancient world to the present, with particular emphasis on the relationship of fashion to social, political, and economic history.

321, 322 – Acting (4, 4)
Prerequisite: Theatre 218; Must be taken in sequence. Scene study and performance, creating characters, and ensemble training.

331 – Playwriting (3)
Writing for the stage. Exercises and practice in the structure of action, character development, dialogue, critical analysis.

335, 336 – Musical Theatre Performance (3, 3)
A workshop course in musical theatre performance techniques.

341 – Costume Design (3)
Prerequisite: Theatre 113. A study of the theories, methods, and techniques used in costume and clothing design.

341 –Patterning (3)
Prerequisite: Theatre 242. Principles

of pattern development including flat patterning, drafting and draping, focusing on period styles for the stage.

355 – Theatre Crafts (3)
Prerequisite: Theatre 131. Exploration of the specialized vocabulary, techniques and tools of the theatre artisan including furniture restoration, welding, upholstery, soft goods and properties creation.

361, 362 – History of the Theatre (3, 3)
Prerequisite: Must be taken in sequence. Theatres, production methods, dramatic conventions, key figures from the Greek period to the present in the Western world.

390 – Theatre Practicum (1)
Theatre Practicum earns credit for performance or other work on major productions of the department. A maximum of eight credits may count toward degree requirements.

411 – Acting Styles (4)
Prerequisite: Theatre 321. An examination of period style for the stage through scene study and performance.

431, 432 – Directing (3, 3)
Prerequisite: Must be taken in sequence. Technique and practice of directing for the stage.

433 –Lighting Design (3)
Prerequisite: Theatre 113. Theories and techniques of lighting stage productions; lighting instruments and equipment.

434 – Scene Design (3)
Prerequisite: Theatre 113. A study of the theories, methods, and techniques used in scenic design.

435 – Ideas in Performance (3)
Prerequisite: Theatre 212. An examination of professional productions of the dramatic literature in Washington and New York. Readings and theatre trips.

451, 452 – Special Studies in Theatre (3, 3)
Concentration on a single area of dramatic arts. Topics vary from year to year.

482 – Senior Project (2)
Prerequisite: Permission of the Department. This course may only be taken in one of the last two semesters. An independent project in Theatre supervised by a faculty advisor.

491, 492 – Individual Study (1–3, 1–3)
Prerequisite: Permission of the Department. Individual study under the direction of a member of the department.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with the department.

UNDERGRADUATE RESEARCH

Undergraduate Research (URES 197) is a new course, beginning in fall 2007, in which a student conducts individual or group research as a part of a faculty member's research project. This guided research experience course is open to all students, including first- and second-year students, who meet the qualifications set by the faculty member in charge of the research project.

All URES 197 projects require that students complete a final report about their work on the research project. The nature of this required report is determined by the faculty member supervising the research project.

When students take URES 197, the course title listed on the transcript will state "Undergraduate Research in" followed by the name of the academic discipline in which the student worked (for example, "Undergraduate Research in Psychology"). URES 197 courses count as elective credits and do not fulfill major requirements.

Undergraduate Research Course Offering

197 – Undergraduate Research (1-3)
Prerequisites: Permission of the instructor and the Department. An opportunity for students to engage in directed individual research as a part of a faculty member's research project. This course offers a guided research experience open to all students, particularly first- and second-year students. *Variable credit -- requires 3 hours of work on the research project per week per credit hour.* May be repeated once. A maximum of 6 credits in URES 197 courses may be counted toward graduation. Some projects may require a minimum grade point average or the prior completion particular courses in order for the student to be eligible to participate.

GRADUATE PROGRAMS

The University of Mary Washington offers several graduate programs through the College of Graduate and Professional Studies, located on the Stafford campus of the university. Degrees offered are the Master of Business Administration, Master of Arts in Education, and Master of Science in Management Information Systems. The College of Graduate and Professional Studies maintains a separate catalog for its programs, and students interested in learning more about these graduate degrees should consult that document.

Students enrolled in the elementary education program on the Fredericksburg campus follow a degree program that ultimately leads to a Master of Science in elementary education. Details about that program may be found in the education portion of the "Courses of Study" section of this *Catalog*. Students majoring in computer science have the option to pursue an accelerated degree program leading to a Bachelor of Science degree and then, ultimately, the Master of Science in Management Information Systems. Details about this accelerated program are available in the computer science portion of the "Courses of Study" section of this *Catalog*.

DIRECTORY

THE CORPORATION

The Rector and Visitors of the University of Mary Washington

THE 2006–2007 OFFICERS OF THE VISITORS

Mr. J. William Poole ..... Rector
Mrs. Nanalou W. Sauder ..... Vice Rector
Mr. Daniel K. Steen ..... Secretary

THE VISITORS OF THE UNIVERSITY, 2006–2007

Mrs. Mona D. Albertine ('71) ..... Fredericksburg, Virginia
Mr. Randall R. Eley ..... Springfield, Virginia
Ms. Elizabeth F. Foster ('69) ..... Midlothian, Virginia
Mr. Benjamin W. Hernandez ('95) ..... Charlottesville, Virginia
Mrs. Martha K. Leighty ('75) ..... Richmond, Virginia
Mr. J. William Poole ..... Fredericksburg, Virginia
Mrs. Patricia B. Revere ('63) ..... Midlothian, Virginia
Mr. Xavier R. Richardson ..... Fredericksburg, Virginia
Ms. Nanalou W. Sauder ('56) ..... Lexington, Virginia
Mr. Daniel K. Steen ('84) ..... Arlington, Virginia
Ms. C. Maureen Stinger ('94) ..... Richmond, Virginia
Mr. Fred D. Thompson, Jr ..... Ashburn, Virginia

Ms. Amy J. Andersen ..... *Clerk To The Board of Visitors*

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Note: *Dates in parentheses indicate year of appointment to staff and year when present rank and/or title was attained. This listing includes all full-time, continuing teaching faculty of the College of Arts and Sciences of the University of Mary Washington as of July 1, 2007.*

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FACULTY AWARDS

Three awards are presented each year at the Commencement ceremonies.

GRELLET C. SIMPSON AWARD

Established in 1972, the Grellet C. Simpson Award reflects the importance placed by the University on its primary mission as an undergraduate, teaching institution. Named for former President Grellet C. Simpson, this award was made possible by an anonymous donor and is presented to a faculty member in recognition of excellence in undergraduate teaching.

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1974 Anna S. Hoye, *Professor of Biology*
1975 Earl G. Insley, *Professor of Chemistry*
1976 Donald E. Glover, *Professor of English*
1977 Glen R. Thomas, *Professor of American Studies*
1978 Nancy H. Mitchell, *Professor of English*
1979 Elizabeth A. Clark, *Professor of Religion*
1980 Janet G. Zeleznock, *Associate Professor of Mathematical Sciences*
1981 Arthur L. Tracy, *Associate Professor of History*
1982 Mary W. Pinschmidt, *Professor of Biology*
1983 Joseph C. DiBella, *Associate Professor of Art*
1984 Bernard L. Mahoney, Jr., *Professor of Chemistry*
1985 Susan J. Hanna, *Professor of English*
1986 George M. Van Sant, *Professor of Philosophy*
1987 Marshall E. Bowen, *Professor of Geography*
1988 Joanna L. Reynolds, *Associate Professor of Modern Foreign Languages*
1989 Roger J. Bourdon, *Professor of History*
1990 Michael J. Joyce, *Associate Professor of Dramatic Arts*
1991 Richard M. Zeleznock, *Assistant Professor of Mathematics*
1992 David W. Cain, *Professor of Religion*
1993 Sammy R. Merrill, *Professor of Modern Foreign Languages*
1994 William B. Crawley, Jr., *Distinguished Professor of History*
1995 Lewis P. Fickett, Jr., *Distinguished Professor of Political Science*
1996 Carol S. Manning, *Professor of English*
1997 Topher Bill, *Professor of Psychology*
1998 Bulent I. Atalay, *Professor of Physics*
1999 Steven A. Greenlaw, *Associate Professor of Economics*

2000 William Kemp, *Professor of English*
2001 Clavio F. Ascari, *Professor of Italian*
2002 Steve R. Hampton, *Associate Professor of Psychology*
2003 Rosemary Barra, *Professor of Biology*
2004 John H. Reynolds, *Professor of Computer Science*
2005 David J. Long, *Professor of Music*
2006 John M. Kramer, *Distinguished Professor of Political Science*
2007 Thomas G. Moeller, *Professor of Psychology*

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The Alumni Association Outstanding Young Faculty Member Award, established in 1989, recognizes the achievement and contribution of a faculty member who has been at the University from two to five years. The faculty rank shown is the person's rank at the time of the award.

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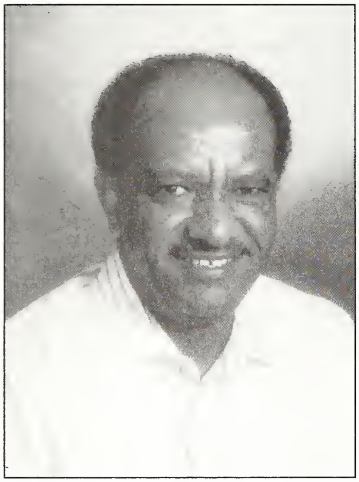
1992 Larry W. Penwell, *Assistant Professor of Psychology*
1993 John T. Morello, *Associate Professor of Speech*
1994 Suzanne Sumner, *Assistant Professor of Mathematics*
1995 Gregg Stull, *Assistant Professor of Theatre*
1996 Janusz Konieczny, *Assistant Professor of Mathematics*
1997 Mehdi Aminrazavi, *Assistant Professor of Philosophy and Religion*
1998 W. Gardner Campbell, *Assistant Professor of English*
1999 Christine A. McBride, *Assistant Professor of Psychology*
2000 Kelli M. Slunt, *Assistant Professor of Chemistry*
2001 Stephen J. Farnsworth, *Assistant Professor of Political Science*
2002 Carole A. Garmon, *Assistant Professor of Art*
2003 Claudia Emerson, *Associate Professor of English*
2004 Leanna C. Giancarlo, *Assistant Professor of Chemistry*
2005 Miriam N. Liss, *Assistant Professor of Psychology*
2006 Craig T. Naylor, *Assistant Professor of Music*
2007 Jason W. Davidson, *Assistant Professor of Political Science*

MARY W. PINSCHMIDT AWARD

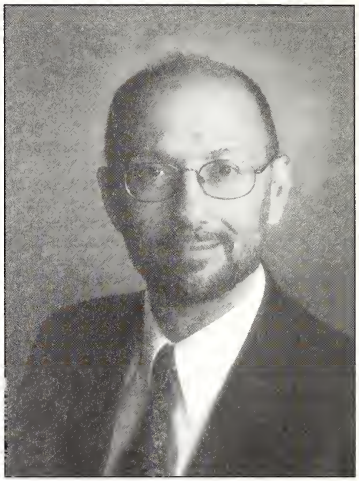
Members of the senior class select the winner of the Mary W. Pinschmidt award. Established in 1999 in honor of a long-time professor of biology, this award recognizes the faculty member who seniors select as the person they will most likely remember as the one who had the greatest impact on their lives.

1999 Stephen J. Farnsworth, *Assistant Professor of Political Science*
2000 Werner Wieland, *Professor of Biology*
2001 Erin H. Fouberg, *Assistant Professor of Geography*
2002 Topher Bill, *Professor of Psychology*
2003 Gregg Stull, *Associate Professor of Theatre*
2004 José Ángel Saínz, *Assistant Professor of Spanish*
2005 William B. Crawley, Jr., *Distinguished Professor of History*
2006 Claudia Emerson, *Associate Professor of English*
2007 Kenneth D. Marchande, *Assistant Professor of Business Administration*

IN MEMORIAM



Taddesse Adera
Professor of English
1953-2006



Thomas P. Somma
Director of University Galleries
1949-2007

ACADEMIC CALENDAR

FALL SEMESTER 2007

Residence halls open 8:15 a.m.-12:00 noon for entering freshmen and new transfer students	Wednesday, August 22
Residence halls open 9:00 a.m.-5:00 p.m. for returning students	Sunday, August 26
Classes begin (8:00 a.m.)	Monday, August 27
Late registration; Drop/Add begins	Monday, August 27
Last day to add courses	Friday, August 31
Major Declaration cards due	Tuesday, September 11
Last day to drop course(s) without academic penalty	Friday, September 14
Family Weekend	Friday-Sunday, September 28-30
Last day to change to or from pass/fail grading	Friday, October 5
*Fall Break begins at 5:00 p.m.; residence halls remain open	Friday, October 12
Fall Break ends; classes resume at 8:00 a.m.	Wednesday, October 17
Advising Period	Wednesday-Friday, October 17-26
Homecoming Weekend	Friday-Saturday, October 19-20
No withdrawal from individual course(s) after this date	Friday, October 26
Advance registration for upcoming Spring semester	Monday-Friday, October 29-November 9
*Thanksgiving Break begins at 8:00 a.m.; residence halls close at l0:00 a.m.	Wednesday, November 21
Residence halls open at 2:00 p.m.	Sunday, November 25
Thanksgiving Break ends. Classes resume at 8:00 a.m.	Monday, November 26
Classes end; last day to withdraw from the University	Friday, December 7
Reading Period	Saturday-Sunday, December 8-9
Final Examinations	Monday-Friday, December 10-14
Residence halls close at 10:00 a.m.	Saturday, December 15

**Out-of-state and international students may contact the Office of Residence Life and Housing to investigate possible housing options during Break.*

SPRING SEMESTER 2008

Residence halls open 9:00 a.m.-12:00 noon for new students	Thursday, January 10
New student orientation	Thursday, January 10
Residence halls open 9:00 a.m.-5:00 p.m. for returning students	Sunday, January 13
Classes begin (8:00 a.m.)	Monday, January 14
Late registration; Drop/Add begins	Monday, January 14
Last day to add courses	Friday, January 18
Major Declaration cards due	Thursday, January 24
Last day to drop courses without academic penalty	Friday, February 1
Last day to change to or from pass/fail grading	Friday, February 22
*Spring Break begins at 5:00 p.m.; residence halls close at 9:00 p.m.	Friday, February 29
Residence halls open at 2:00 p.m.	Sunday, March 9
Spring Break ends; classes resume at 8:00 a.m.	Monday, March 10
Advising Period	Monday-Friday, March 10-21
No withdrawal from individual course(s) after this date	Friday, March 14
Showcase (admissions program)	Saturday, March 29 Monday, March 31
Outcomes Assessment evaluation of currently enrolled graduating seniors	Monday-Sunday, March 17-30
Advance registration for upcoming Fall semester	Monday-Friday, March 24-April 4
Classes end; last day to withdraw from the University	Friday, April 25
Reading Period	Saturday-Sunday, April 26-27
Final Examinations	Monday-Friday, April 28-May 2
Residence halls close at 10:00 a.m. (except for graduating seniors)	Saturday, May 3
Commencement	Saturday, May 10
Residence halls close at 10:00 a.m.	Sunday, May 11

**Out-of-state and international students may contact the Office of Residence Life and Housing to investigate possible housing options during Break.*

FIRST SUMMER TERM (May/June 5-week term) 2008

Registration begins	Monday, March 10
Residence halls open at 2:00 p.m.	Sunday, May 18
Classes begin (8:00 a.m.)	Monday, May 19
Last day to add courses	Wednesday, May 21
Last day to drop courses without academic penalty, or change to pass/fail	Tuesday, May 27
Memorial Day (no classes)	Monday, May 26
(Daytime classes made up on ...)	(Friday, May 30)
(Evening classes made up on ...)	(first open evening)
Reunion Weekend	Friday-Sunday, May 30-June 1
No withdrawal from individual course(s) after this date	Monday, June 2
Classes end; last day to withdraw from this term	Tuesday, June 17
Reading Period	Wednesday, June 18
Examinations	Thursday, June 19
Residence halls close at 10:00 a.m.	Friday, June 20

SECOND SUMMER TERM (June/July 5-week term) 2008

Registration begins	Monday, March 10
Residence halls open at 2:00 p.m.	Sunday, June 22
Classes begin (8:00 a.m.)	Monday, June 23
Last day to add courses	Wednesday, June 25
Last day to drop courses without academic penalty, or change to pass/fail	Tuesday, July 1
Independence Day observed (no classes)	Friday, July 4
(Daytime classes made up on ...)	(n/a)
(Evening classes made up on ...)	(n/a)
No withdrawal from individual course(s) after this date	Monday, July 7
Classes end; last day to withdraw from this term	Tuesday, July 22
Reading Period	Wednesday, July 23
Examinations	Thursday, July 24
Residence halls close at 10:00 a.m.	Friday, July 25

2007

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COLOPHON

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The Centennial Celebration

Fredericksburg, Virginia 22401-5300

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